DOCUMENT RESUME

ED 112 179 CE 005 194

AUTHOR Good, Linda; And Others
TITLE Exploring the Working World: Career Program K-2. 1973-1974.
INSTITUTION North Star Borough School District, Fairbanks, Alaska.
PUB DATE Jun 73
NOTE 134p.; For other grade levels, see CE 005 195-196

EDRS PRICE MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS Activity Units; *Career Awareness; Career Education; *Curriculum Guides; Grade 1; Grade 2; Instructional Materials; Integrated Curriculum; Kindergarten; *Learning Activities; *Primary Education; Units of Study (Subject Fields)

ABSTRACT

This collection of lesson units for kindergarten and grades 1 and 2 is part of a K-6 series. Its purpose is to provide an early introduction to career education. The lessons for kindergarten focus on school and family work roles. Learning experiences for grades 1 and 2 relate math, science, social studies, language arts, health, and art directly to occupations. Suitable for use at all three levels are lessons designed to promote an awareness of work in general, emphasizing such concepts as the interdependence of jobs, the variety of work, division of labor, and the importance of all jobs. Included also are guidelines for speakers, guest speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities and a list of occupation pamphlets available to teachers and students. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112179

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EXPLORING THE WORKING WORLD

Career Program K-3

1973 - 1974

Written June, 1973

Committee Members

Linda Good
Marion Woods
Frances Martin
Dr. Dayton Benjamin,
Assistant Superintendent
Mrs. Mildred Wenger
Director, Elementary Education

CE 005 194

Fairbanks, North Star Borough School District

P. O. Box 1250

Fairbanks, Alaska

99707

WHAT IS CAREER EDUCATION

Career education is a developmental process which is designed to help all individuals prepare for their life roles. Career Education enables students to examine their abilities, interests, and aptitudes; relate them to career opportunities, and make valid decisions regarding further education, and/or work.

Career Education is not a separate course in the school curriculum, nor is it an isolated activity. It is a current, ongoing, activity-oriented process incorporated throughout the curriculum.

Career Education becomes a part of all levels of education from kindergarten through adult life. The elementary years will provide an awareness of the world of work and an understanding of the value of work to the individual and the family.

Books which may be helpful to you when integrating career education into the daily school program.

Kindergarten

Allyn & Bacon, Learning About The World (1970)

Allyn & Bacon, Children In Other Lands (1970)

Grade 1

Allyn & Bacon, Our Country (1970)

Grade 2

Allyn & Bacon, Communities at Home and Abroad (1970)

Our Community The Aborigines of Central Australia

Grade: K Subject: Social Studies Unit: Classroom Organization

1. CONCEPT: An individuals life is a balance between work and leisure time.

Objective: The child will be able to tell orally what part of the day is spent in work and in play.

Learning Activities:

1. Set up a group planning situation to introduce the idea of schedules (ie. what the class plans to do for the day).
2. Develop a class schedule and individual schedules.
3. Allow class discussions of how the children perceive work and leisure time.

EVALUATIVE ACTIVITY:
1. The child will explain orally what part of a Saturday is spent in work and in play.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Classroom Helpers

I. CONCEPT: There is dignity in work.

Objective: The child will name the right way and wrong way to do a classroom job.

Learning Activities:

1. Make bulletin board displays of work.
2. Praise and recognize all work attempted by students.

EVALUATIVE ACTIVITY:
1. Child will pantomime right and wrong way to do a classroom job.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Classroom Jobs

1. CONCEPT: School plays a role as a job experience for children .

Objective: The child can tell how his performance and participation in school are his jobs.

Learning Activities:

1. Children will start to learn the use of tools and materials in the classroom.
2. Set up creative activities centered around the theme: What School Means to Me.

EVALUATIVE ACTIVITY:
1. The child will tell orally how his school room job effects his classmates.

Materials and Resources:

Grade: K Subject: Social Studies Unit: School Personnel

I. CONCEPT: There is value and diversity of work in the school.

Objective: The child will be able to name two jobs within the school and verbalize the importance of all work in the school.

Learning Activities:

1. Discussion of vital jobs existing within the school.
2. Bring in various school personnel to the classroom to discuss their jobs.
3. Set up activities to demonstrate individuals within the school as they relate to the job role. Use:
   a. Film, filmstrips
   b. Books
   c. Discussion
   d. Pantomime
   e. Role playing
   f. Art activities
   g. Trips around school building to see the school personnel on the job.

EVALUATIVE ACTIVITY:

1. The learner will cut and paste the picture of a worker to match the picture describing his job.

Materials and Resources:

2. Principals, nurses, secretaries, counselors, reading teachers, lunchroom aides, maintenance personnel, etc.

Grade: K Subject: Social Studies Unit: Family

1. CONCEPT: People interact with others in all life situations.

Objective: The child can state the family roles, can dramatize and illustrate family roles.

Learning Activities:

1. Have children draw pictures of their own families.

2. Unfinished stories. The teacher tells a story about certain life situations and the children can tell the ending to the story.

EVALUATIVE ACTIVITY:
1. Small groups of children will dramatize certain roles of family members.

Materials and Resources:

Objective: The child will be able to perform early developmental tasks.

Learning Activities:

1. Circle or small group activities where each child takes a turn in talking. Choral speech and direct teaching activities are examples of this.

2. Inspection - have children evaluate themselves in a mirror.

3. Stimulate a verbal discussion whereby children can talk about themselves.
   a. Who am I?
   b. Where do I live?
   c. How many people are in my family?
   d. Names of people in my family.
   e. How old am I? What is my birthday?
   f. How do I work? In school? At home?
   g. What do I like? Food? Games? T.V. Shows?
   h. Why do I like these things?

4. Have child draw picture of himself in September, January, and June.

5. Discuss health and safety needs.

6. Measure and weigh children early in the school year. Record and repeat later in the school year.

7. Note on a time line or calendar, the birthday of each child. Post in the class.

8. Use charts, bulletin boards, filmstrips or films to stress the ideas:
   a. What can I do?
   b. What can I choose not to do?
   c. Things I like to do.
   d. Things I do not like to do?
   e. Things I wish I could do.

EVALUATIVE ACTIVITY: The child will draw a picture of his favorite classroom job.

Materials and Resources:

2. Facilities for washing faces, hands, combing hair, etc.

5. Health - study prints; Safety signs at CSC.

8. Creative activities:
   Clay models
   puppets
   songs
   models from the community
   records

Grade: K Subject: Social Studies Unit: Family & The Community

II CONCEPT: Children need a positive awareness of others.

Objective:
1. The children can name the people in the community that influence him: (Teachers, people in the community, spiritual leaders, members of his family.)
2. The child can name characteristics necessary for classroom organization. (sharing, taking turns, following directions, working in groups.)

Learning Activities:	Materials and Resources:
1. Have a class discussion about the people who influence them. a. Arrange for visits by these people. b. Arrange field trip interviews. c. Set up role playing, games.	1. films, filmstrips, charts, study prints, bulletin board
2. Develop rules for working together. a. Create jobs within the classroom that would be done in turn by each child.	
3. Discuss with the class their position with other members within the family. a. Make a family tree. b. Make a time line. c. Name menbers in immediate family.	
4. Children can do a study of community helpers and ab awareness observation of people who appear in the news.	4. Society page, sports figures, astronauts, political figures, entertainers.
5. Study of community helpers.	5. Police, fireman, postman, sanitation workers, health services, social workers, retail merchants, construction workers, delivery people, transportation workers, utility repair man, community action organizations.

Evaluative Activity:

1. The child will draw a picture of two community helpers.
2. The child can state orally three characteristics in organizing the classroom.

Grade: K Subject: Social Studies Unit: Classroom Helpers

IV CONCEPT: Work has meaning and definition

Objective: The child will be able to perform basic classroom tasks and begin to develop a "world of work" vocabulary.

Learning Activities:

1. Selection of classroom helpers.
2. Introduce and discuss words pertaining to work for better understanding of the world of work.
3. Introduce games that readily illustrate the vocabulary words; ie. work, job, able, pay and reward, tasks, ability.
4. Play games of pantomime that illustrate various skills of jobs.

Evaluative Activities:

1. The child will be able to orally give the definition of three words in the "world of work" vocabulary.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Family

V CONCEPT: There is value and diversity of work in the home.

Objective: The child can name three jobs that are accomplished in his home.

Learning Activities:

1. Set up activities to demonstrate individuals within the family as they relate to the job roles using:
   a. pantomime
   b. role-playing
   c. discussion
   d. films, filmstrips, library books

2. Demonstrate appreciation for the work done by members in the family by honoring:
   a. Mother's Day
   b. Father's Day
   c. Other family celebrations

3. Students can draw pictures of members of their family at work. The pictures can be displayed during "Open House" or parent visitations.

Evaluative Activity:

1. The child will draw a picture of the job he thinks most vital within the family.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Community

VII CONCEPT: There is value and diversity of work in the community.

Objective: The child can tell the job role of people who work within the community.

Learning Activities:

1. Lead a discussion of vital jobs existing within the neighborhood.
2. Take some neighborhood walks.
3. After the walks, students can be encouraged to draw pictures and state the jobs they observed.
   a. make a bulletin board.
   b. collages
   c. cut out magazine pictures of neighborhood workers
   d. maps
   e. films, filmstrips, library books
   f. role playing
   g. pantomime

Evaluative Activity:

1. The child can tell orally how a certain job role effects his family.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Citizenship

X CONCEPT: Workers are interdependent.

Objective: The child can name the workers that are needed to complete a team work job.

Learning Activities:

1. Set up team games in the classroom, ie, bean bag toss, relay race, etc.

2. Lead a discussion of team approach to:
   a. school
   b. home
   c. community

Evaluative Activity:

1. Child can draw a picture of all team members necessary for a relay race.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Clasroom Helpers

XI CONCEPT: A persons awareness of himself, his ideas, interest and abilities, will help him to make sound vocational decisions.

Objective: The child can start orally, two classroom jobs that he can do well.

Learning Activities:

1. Make a time line of the past and future, student likes and dislikes.
2. Make interest inventories in the form of scrapbooks, collages and exhibits.
3. List or tell classroom jobs that the child likes to do and why.
4. List or tell classroom jobs that the child does not like to do and why.
5. Set up activities which foster group decisions based on interest.
   a. field trips
   b. parties
   c. assembly programs

Evaluative Activities:

1. The child will draw a picture of a classroom job that he has done for a period of time.
2. The child will demonstrate his ability to the class in a particular classroom job.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Self

XII CONCEPT: A hobby or interest may influence a future career choice.

Objective: The child can name one hobby which is of special interest to him.

Learning Activities:

1. Set up hobby and interest groups within the classrooms.
2. Have a Show and Tell time for hobbies or interests outside the classroom.

Evaluative Activity:

1. Let the child draw, tell, orally or demonstrate his particular hobby.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Classroom Jobs

XIV CONCEPT: Preparation for the world of work is based upon the acquisition of social and academic skills.

Objective: The child can name two skills necessary to his weekly job in the classroom.

Learning Activities:

1. Set up a discussion of programs in social and academic skills, and make sure future expectations are explored.
2. Set up classroom jobs alloted from newly acquired academic skills.

Evaluative Activity:

1. The child will draw a picture of his favorite classroom job.

Materials and Resources:

Grade: K Subject: Social Studies Unit: Classroom Jobs

XV CONCEPT: Jobs and careers impose as well as offer rewards.

Objective: The child can name three responsiblities inherent in any occupation.

Learning Activities:

1. After completion of academic work make sure reward activities are available.
   a. puzzles
   b. free choice of reward activity

Evaluative Activity:

1. The child can name minimum standards for job tasks and qualifications for classroom jobs.

Materials and Resources:

Grade: 1 Subject: Math Unit: 3. Measurement

I. CONCEPT: Measurement is used in many jobs.

Objective: The child can list two jobs which use the measurement of liquids and dry goods.

Learning Activities:

1. Have a mother visit and tell how she uses cups, pints, quarts in cooking. Make cookies or cake using measures.
2. On visit to diary have them explain pints, quarts, gallons.
3. Visit ice cream parlor to learn use of pints, quarts, and gallons.
4. Make ice cream and measure ingredients.
5. Make Salt Flour Dough using pints, quarts, etc. Model animals out of dough.

   Mix 1 pint salt, 3 quarts flour, 4 T cooking oil, and enough water to make a soft dough (about 1½ cups water). Add vegetable coloring or powdered paint. Store in plastic bag in refrigerator.

Evaluative Acitivities:

1. The child can list orally, in writing, or by drawing a picture, occupations using the measurement of liquid and dry goods.

Materials and Resources:

1. Volunteer mother and help from H.S.H.E.C. Dept.
2. Field Trips : Experimental Farm U of A
3. Dairy Queen on Airport Co-op Fountain

Grade: 1 Subject: Math Unit: 1. Counting

I. CONCEPT: Many occupations use counting.

Objective: The student can name as many ways as possible that people use counting in their work.

Learning Activities:

1. Student counting: the milk; student attendance; ice cream bars.
2. Visit the library and count the number of books they turned in and the number they have out. Librarian could explain this.
3. Secretary of school could talk to the children about how she uses counting in her job.
4. List jobs at home that involve counting. Ask parent for one new duty through the week that depends on the child for counting.
5. Visit a local grocery store. Have store keeper explain counting - how much was stored on shelf.

Evaluative Activities:

1. The child can draw or list orally the ways people use counting in their occupations.

Materials and Resources:

1.
2. Librarian
3. Secretary - notes to go home

Grade: 1 Subject: Math Unit: 2. Addition and Subtraction

I. CONCEPT: People use the idea of addition and subtraction in their work and at home.

Objective: The child can identify two ways addition and subtraction are used.

Learning Activities:

1. Game: "Have You Seen My Geese?"

   Prep: Pin a large number on each child in a circle.

   Intro: I will be farmer and you are geese. I will go to one and say, "Have you seen my geese?" Robert (#8) would say, "No. How many have you?" I have two more than you. He must find answer (2+2) and look for the guy with #4. Chase him and catch him before he (#4) gets back to his place. Can also use subtraction.

2. Game: "Postman"

   Prep: Cut ten squares of paper and number 1 - 10. Cut many rectangles resembling envelopes. On each write anaddition or subtraction problem whos answer is between 1 - 10.

   Intro: Ten people are housed holding an answer card. Mailman delivers envelopes to right house. (4+1) goes to (#5).

3. Visit service station. Have attendant explain how he has to use addition and subtraction.

Evaluative Activities:

1. The Child can draw or list orally, or in writing, at least two ways subtraction and addition are used in occupations and at home.

Materials and Resources:

1. Game: "Have You Seen My Geese"

2. Game: "Postman"

3. Pioneer Chevron
   Jim's College Texaco

Grade: 1 Subject: Math Unit: 4. Money

I. CONCEPT: Many people use money in occupations.

Objective: The student can list two people who use money in their occupations and at home.

Learning Activities:

1. Visit Woolworths

   See how people purchase items using money. Let each child or group of children (?) purchase something.

2. Fifth grade tell how they make change when selling pop corn.

3. First graders purchase milk, hot dog, hamburgers, spaghetti, pencils, erasers.

4. Observe ladies computing monies from the purchase of cold weather bus buttons.

5. Game:

   Prep: 20 2x3 cards. Paste on pictures from magazines, and price. Under this draw and label several coins whose total is more than price of toy. On back write amount of change received.

I Intro: Work in pairs
Show to whole class
Two teams.

7¢	3¢
XXXX	change
10¢	
Front	Back

EVALUATIVE ACTIVITIES:

1. The child can draw pictures of two occupations that involve the use of money handling.

Materials and Resources:

1. Woolworth's

3. School lunch room or country store in room.

Grade: 1 Subject: Math Unit: Geometry

I. CONCEPT: People use Geometry in their work and at home.

Objective: The student can name two jobs which use geometry.

Learning Activities:

1. Have a local architect visit to tell about different shapes of buildings and schools.
2. Observe geometric shapes the construction people used in playground equipment and the school building.
3. Ask the children to count the number of rooms in their house and see if rooms are more rectangle or square; compare with other members of class.

Evaluative Activities:

1. The child can list orally, in writing, or by drawing, two jobs which use geometry.

Materials and Resources:

1. Gary Rogers Myers Morgan Philleo Architects.

Grade: 1 Subject: Health Unit: Personal Health

I. CONCEPT: Many occupations are related to personal health.

Objective: The student can identify one job related to personal health.

Learning Activities:	Materials and Resources:
1. Have dental hygienist visit.	1. Assistants from local Dentist office.
2. Visit dentist and draw pictures of all people who work with him.	
3. List the basic food groups and the people who supply them. Farmer Store clerk Baker	
4. Visit from Doctor; Pharmacist.	4. Tanana Clinic; Fairbanks Medical & Surgical Clinic
5. Gymnast from University of Alaska, or Main Jr. High School.	
6. Visit from Basketball or Football players on body exercise.	6. U of A - Basketball/Football Player, or a Hockey Player.
7. Visit from baton twirlers on body movement.	
EVALUATIVE ACTIVITIES: 1. The student will role play on job involved with personal health.	

Grade: 1 Subject: Health Unit: 1. Community Health

I. CONCEPT: Some occupations are related to community health.

Objective: The student can list two occupations related to community health.

Learning Activities:	Materials and Resources:
1. Discuss the pollution of swimming water at the Y and those who test it. Sanitation people.	
2. School nurse visits and describes her work.	2. School nurse
3. Visit from American Cancer Society, Red Cross, and what they do for the community.	3. American Cancer Society Red Cross - Ft. Wainwright Volunteers of Hospital
4. Make a scrap book of people who are involved in community health.	

Evaluative Activities:

1. Draw a picture of two people who work to make the community healthy.

Grade: 1 Subject: Health Unit: 2. Safe Living

I. CONCEPT: Many people are helping to keep youusafe.

Objective: The student can list or name two occupations that help keep us safe.

Learning Activities:

1. Visit from policeman - for safety.
2. Visit from City or State Police Search and Rescue Team.
3. Slides on Frostbite burns from doctor at Public Health Service.
4. See film on bus safety. Have bus driver talk to us.
5. Interview teacher's aides on school safety.

Materials and Resources:

1. City or State Policy Dept.
2. Same as #1.
3. Alaska State Dept. of Public Health. Public Health Nurse.
4. Bus driver
5. Teacher's aides

Evaluative Activities:

1. The student will draw as many occupations as possible who help keep us safe.

Grade: 1 Subject: Health Unit: 4. Mental Health

I. CONCEPT: Occupations are involved in mental health.

Objective: The child can name one person who is involved in mental health.

Learning Activities:	Materials and Resources:
1. Visit from School Nurse.	
2. Visit from School Counselor - Jr. High Level	2. Main or Ryan Counselor
Evaluative Activities:	
1. Draw a picutre of one person who works to keep us happy and healthy in mind.	

Grade: 1 Subject: Language Arts Unit: Speech and Drama

I. CONCEPT: Jobs use speech and drama.

Objective: The children can name or draw two occupations using speech and/or drama

Learning Activities:

1. Speech therapist will visit and explain her work and correct speaking habits.
2. The drama department from Lathrop High School will visit and show use and working of puppets.
3. Each child will make a puppet which is resembling an occupational worker who uses speech; they will give a play to the other rooms.
4. Have a pantominist visit; hold assembly for all grades.
5. Have librarian visit and demonstrate the art of story telling.

Evaluation Activities:

1. The child will draw a picture of two occupations using Speech and/or Drama.

Materials and Resources:

1. School Speech Therapist
2. Drama Department at Lathrop
3. Puppets - Box Sculpture
   Sock Puppets
   Felt Shapes
   Pelon w/marks a lot Shapes
5. Librarian

Grade: 1 Subject: Language Arts Unit: Home Building

I. CONCEPT: The home building occupation requires knowledge of certain terminology.

Objective: The student can list and define at least 5 building terms.

Learning Activities:

1. Add new words to the vocabulary as to different types of homes, different ways of paying for houses, etc.
   a. rent-payments
   b. buying
   c. apartment house
   d. one story house-two story house
   e. business building

2. Make up haiku's about different types of houses.

Evaluative Activities:

1. The child will list orally at least 5 building terms.

Materials and Resources:

Grade: 1 Subject: Science Unit: Movement

1. CONCEPT: Many occupations involve movement.

Objective: The student can name two occupations involved in movement.

Learning Activities:

1. Visit the airport and make a book covering all people who work with airplanes.
2. Make a book which describes the workers on a train.
3. Have a ballerina visit and explain body movement, and how she dances as her work.
4. Have Dave Wilcox visit and tell how he makes money by playing football.

Evaluative Activities:

1. The child will be able to check the jobs using movement as the teacher gives the list orally to the child.

Examples:

artist	(no)
principal	(no)
football player	(yes)
ballerina	(yes)

Materials and Resources:

1. Fairbanks Airport
2. Railroad Depot
   Fairbanks, Alaska
3. Mary Cowden Snyder
   School of Dance Arts
   Michael's Dance Studio

Grade: 1 Subject: Science Unit: Measurement

I. CONCEPT: Many people use measurement in home and in occupations.

Objective: The student can name two occupations involving measurement.

Learning Activities:

1. Bring in a measuring device used by shoe salesman; and decide how they use measurement.
2. Lady making drapes; how she uses measure.
3. List all the people who use measurement in building a house.
4. Role play how a child uses measurement.

Evaluative Activities:

1. The student will list two occupations using measurement, either orally, by writing, or by illustrating.

Materials and Resources:

1. N.C. Shoe Dept.
   Penneys Shoe Dept.
2. Lil & Austin
3. Carpenter

Grade: 1 Subject: Science Unit: Classifying

1. CONCEPT: Many occupations are involved in classifying.

Objective: The learner can name two occupations involved in classification.

Learning Activities:

1. Visit library and see how the books are classified.
2. Have mothers share how the various rooms have equipment and supplies pertianing to that room. Cut out pictures of household items and classify according to use in the household. Let child pretend he is mother or father, and classify.
3. On the visit to the supermarket, have child drew pictures of his three favorite foods and observe how foods are classified in the store. Have child classify all pictures.
4. While at the Pet Store, observe how animals are classified.

Evaluative Activities:

1. The child will be able to describe two jobs involved with classification, either orally, in writing or by illustration.

Materials and Resources:

1. Librarian
2. Mother
3. Magazines
   Market Basket
   Safeway
   Foodland
4. Woolworths Pet Section
   Karella's Korner
   Pet Cache

Grade: 1 Subject: Science Unit: Perception 2

1. CONCEPT: Many occupations use perception.

Objective: The learner can list two occupation using perception.

Learning Activities:

1. Have a cook visit and explain how one uses perception of odor, taste, sound.
2. Have band or orchestra leader explain how they use perception of sound.
3. Have one write experience chart on how the shoe repairman has to perceive what the old shoe needs - shoe strings, etc.
4. Play game: Pretend you're a scientist; blindfolded, you will taste the two mystery powders.

Evaluative Activities:

1. The child will list orally, in writing or by drawing, two occupations using perception.

Materials and Resources:

1. Cook from Travelers Inn
   Fairbanks Inn
2. Band Leader from Lathrop or Main High School
3. Northward Shoe Repair
   College Cobbler

Grade: 1 Subject: Science Unit: Observing

I. CONCEPT: Many jobs use observation.

Objective: The child can list two jobs using observation.

Learning Activities:

1. Visit paint and wallpaper store.
2. List ways a teacher observes a child in school (reading, health, behavior).
3. Tour once around the school and write up their observation of people using observing.
4. Visit Anns GreenHouse and have them explain how fruits and vegetables are selected by color, texture, shape observation.
5. Visit from University student/art ed. major, on using handicrafts and the importance of color, shape, texture.
6. Visit from mother showing cake decorating.

Evaluative Activities:

1. The child can list orally, in writing, or by drawing, two jobs using observation.

Materials and Resources:

1. Local wallpaper and pain store
4. Anns GreenHouse
   Totem Gardens
   U of A Student Art Dept.
6. Volunteer mother
   Cake decorating.

Grade: 1 Subject: Social Studies Unit: School Orientation

I CONCEPT: Many People work in our school.

Objective: Students can verbalize the role of five school employees.

Learning Activities:

1. Take students on a tour of school buildings to look for places where people work and also to look for as many workers as possible.

   a. office
   b. health room
   c. kitchen
   d. library
   e. speech room
   f. janitor's work room
   g. playground
   h. other classroom
   i. bus driver

2. Draw large group pictures (life size of each helper - cut out & painted) of three school workers, as teacher writes down child's description and places below each picture.

3. Dramatization - a. Pretend you are a
   b. Game - "What Am I?" - Pantomine Class guesses.
   c. Game - "What Tool Am I?" (I sweep & I am pushed)

4. Discuss which jobs take a lot of training and ones involving special training.

5. Child have the responsibility of custodial job for one week, in class and on the playground.

Evaluation Activities:

1. The child can draw a picture of five people working at school, and/or

2. The child can verbalize orally the jobs of five school employees.

Materials and Resources:

Resource Person:

1. School personnel

Grade: 1 Subject: Social Studies Unit: 2. Family

1. CONCEPT: An "occupation" or "career" is that work which one selects as a means of earning money, or maintaining a family.

Objective: The child can tell the role of the mother in or out of the home.

Learning Activities:

1. Roles mothers play:

Occupations	Repairing
Cooking	Sewing
Shopping	Hair dresser
	Nurse

2. Paste individual pictures of roles mothers play in #1, onto board and cut into puzzle.
3. Write recipe of a breakfast; make the breakfast, trace how the ingredients are purchased. (related to math)
4. Child close eyes - make picture of one job that is done in the home. Make bulletin board display.
5. Point to various displayed pictures; child decides what person in the home does the work; label the picutre with the name of the worker.
6. Riddles about the jobs around the house.
7. Jr. or St. High H E C teacher and class visit to assist in making small, stuffed felt animals.

Evaluation Activities:

1. The child can draw an/or verbalize as many jobs as he can that the mother does in or out of the home.

Materials and Resources:

Peabody Kits
- Lesson 5 - Activity 1
- Lesson 9 - Activity 1-3
- Lesson10 - Activity 2-3

Resource

1. Seamstress - mothers
   Home Ec. teacher - Jr. High or Senior High
3. Cook

Grade: 1 Subject: Social Studies Unit: 2a. Family

I. CONCEPT: An "occupation" or "career" is that work which one selects as a means of earning money.

Objective: Every child can identify his father's "occupation" or "career".

Learning Activities:

1. Riddles about occupations that the fathers of the students are presently in.
2. Pantomine Workers from Peabody.
3. Find or draw pictures exemplifying fathers occupation; display on bulletin board. Match titles to pictures.
4. Bring in actual tools a father uses.
5. Make worksheet which matches uniform to worker; hat to worker; tool to worker.
6. Visits from interesting fathers and what they do.
7. Use alphabet letters tothink of a worker beginning with each letter.

Evaluation Activities:

1. The child will be able to describe orally the work his father does for a living.
2. Name his father's occupation.

Materials and Resources:

Peabody Kit

2. Lesson 5 - Activity 2
   Lesson 6 - Activity 2
   Lesson 6 - Activity 3
   Lesson35 - Activity 2
   Lesson779- Activity 3

Resource person:

Fathers
School personnel

Grade: 1 Subject: Social Studies Unit: Animals

I. CONCEPT: Animals need the care of people.

Objective: The learner can match the workers to the care animals need.

Learning Activities:

1. Have a veterinarian visit the classroom.
2. Visit a pet section of local store.
4. Visit the City dog pound.
5. Have a Dog Groomer/Trainer visit.

Evaluative Activities:

1. The learner will cut and paste the picture of a worker to match the picture describing his job.

Materials and Resources:

Speakers:
1. Dr. Neidlinger, Dr. Steuve, Dr. Beekley or Sachtjen, Dr. Monetti, Dr. Harvy
2. Woolworth's Pet Cache
5. Pink Poodle
   Shirley Allen - Eielson
   Jeanne Haggland - Fairbanks

Grade: 1 Subject: Social Studies Unit: 2b. Family

1. CONCEPT: To know the ways foods are produced, prepared, marketed, and consumed.

Objective: The child can list, or draw, one occupation involved in the handling of bread.

Learning Activities:

1. Visit a bakery.
2. Trace production of bread and paint a mural of steps from wheat to table.
3. Make experience chart.
4. Make bread.

Evaluative Activities:

1. The child will list orally, or by drawing a picture, one occupation involved in the handling of bread.

Materials and Resources:

1. Star of the North Bakery
   452-4144

   Peggy Goldizen - Market Basket
   456-4444

   Sr. High H E C to assist.
   Mothers to assist.

Grade: 1 Subject: Social Studies Unit: 2c. Family

I. CONCEPT: Many people work on building a home.

Objective: Learners can name three importnat people in a construction unit. (1) Carpenter (2) cement truck driver (3) plumber (digger)

Learning Activities:

1. Pictures and discussion of various types of shelter.
2. Construct model of own home by paper folding, milk cartons, blocks, cardboard boxes, popsicle sticks and cork.
3. Visit local unit being built and observe all workers involved.
4. Ask student to bring from home some of the common tools used in the home.
   a. hammer and nails
   b. screw drivers and screws
   c. pliers and wrenches
   d. hand drill and wooden bits
   e. can opener
   f. electric or play iron
   g. broom
   h. mop
   i. portable vacuum cleaner

   Hold up and ask this question:
   1. What is this?
   2. Who uses this?
5. Skit of workers showing them how to construct a make believe house.
6. Pantomime a job, class guesses the occupation.
7. Use hammers, nails, saws and construct large key holder for parents.

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, three occupations involved in the construction of a home.

Materials and Resources:

(Peabody Kits)

1. Jim Thompson Ford - 2-1228
   Fairbanks Mobile Homes - 6-7651
   Carey Homes Inc. - 6-6800
   6-6808
2. Speak on trailer, houses or Winnebagos, Tour one or both.
3. Carpenter visit.
7. Jr. High/Sr. High wood working Shop classes to help.

I. CONCEPT: Many people are involved in clothing construction.

Objective: The child can list one job involved in the construction of clothing.

Learning Activities:

1. Trace clothing production from animal hide to selling of a coat/parka.
2. Visit tannery.
3. Visit weaver and/or knitting center.
4. Riddles - children can write and say verbally as test in who prepared the piece of clothing.
   Example:
   "It keeps you warm. You wear it over clothes. It is a _____(coat)
5. Demonstration of spinning wheel.
6. Demonstration on loom.
7. Models of kinds of clothing.
8. Visit fabric store and make a book featuring clothes for work, hot and cold weather, and people involved.

Evaluative Activities:

1. The child can list orally, in writing, or by illustrating, one job involved in clothing construction.

Materials and Resources:

1. Anchorage Fur Factory
   Mukluk Shop - Gene Tapp 456-7658
   Martin Victor - 2-3032
   Saario Furs - 6-5100
   Campbells Knitting - 6-6768
   The Henrys - 2-3837
   The Knitting Center - 479-6748

Peabody Kit
Lesson 20 - Activity

Grade: 1 Subject: Social Studies Unit: 2e. Family

I. CONCEPT: There are many kinds of work people do in the home.

Objective: The child can name his present career as that of a student and son/daughter.

Learning Activities:

1. Ask student to try new task in the home they don't generally perform for one week.
   Ask child one question:
   a. Do you like the new task?
   b. Were you able to do it successfully?
   c. What did you use or learn?
   d. Are you willing to try new jobs at home?

   Teacher send a letter home:

   Dear Parents:
   Your child is learning about the world of work. Will you help him select a task in the home which he normally does not do but which would be helpful to the family?

   Teacher_____

2. Show filmstrip which relates to jobs in the home. Discuss skills needed and list on the board.

   cooking----read recipes
   shopping---count money
   washing----grouping clothes by color
   repairing--using tools

Evaluative Activities:

1. The child cna draw or describe his own job as a student and son/or daughter.

Materials and Resources:

Peabody Kit

Lesson 10 - Activity 1-3
Lesson136 - Activity 1

Level: 1 Subject: Social Studies Unit: 2.f Family

I. CONCEPT: To know the ways chickens are raised and the steps involved in the marketing of eggs.

Objective: Each child can list, or draw one occupation involved in the handling of chickens.

Learning Activities:

1. Visit a local farm where chickens are raised.
2. Trace the development of the egg and paint a mural of steps from egg to full grown chicken.
3. Pantomime jobs of different workers on a chicken ranch:
   a. Wakes up, checks thermometer for temperature
   b. Walks to feed house-prepares food.
   c. Feeds chickens
   d. Checking of brooders.
   e. Cleaning of chicken house.
   f. Collecting of eggs.
   g. Carrying of eggs to egghouse and cleaning them - separation into small, medium, large, extra large.
   h. Packing of eggs and loading cartons to truck.
   i. Delivering of eggs to market.

Evaluation Activities:

1. The child will list orally, or by drawing a picture, one occupation in the handling of chickens.

Materials and Resources:

Resource Person -
Mr. Lee Fett - Fetts Farm
Delta Junction, Alaska

Grade: 1 Subject: Social Studies Unit: 2.g Family

I. CONCEPT: An "occupation" or "carreer" is that work which one selects as a means of earning money and is a service to the general public.

Objective: Each child will tell about 5 careers in a food service of a restaurant.

Learning Activities:	Materials and Resources:
1. List occupation in a restaurant.	
2. Discuss need for occupations: custodian, cashier, waitress, dishwasher, chef.	
3. Make life size pictures and cut outs of occupations.	
4. Skit of mock restaurant - someone ordering, preparing and serving food - someone cleaning tables and someone accepting money.	
5. Visitation by waitress, chef who will show their tools and uniforms.	5. Travelers Inn Fairbanks Inn
6. Plan a breakfast and serve in class.	6. Let 6th graders assist
7. Learn to make pancakes and serve to class.	7. Senior High HEC class

Evaluation Activities:

1. The child can draw an/or verbalize about the careers in a food service of a restaurant.

Grade: 1 Subject: Social Studies Unit: 3. Holidays

I. CONCEPT: Many workers come to the home.

Objective: Shown a list of workers, pupils can name service performed for his family. (postman, garbage man, soldier)

Learning Activities:

1. Role play workers and their duty after they visit.
   a. postman - have him visit
   b. garbage man - have him visit
   c. soldier
   d. doctor
   e. neighbor
   f. paper boy

2. Write story about what the worker does.

   Title: The Postman
   Illustrate:_____
   Story:_____

3. At Thanksgiving, have a local farmer visit and explain similarities between raising a turkey and a chicken.

4. At Christmas, visit a toy store to find out where toys are made and repaired.

Materials and Resources:

1. Garbage man
   Soldier - Recruiter
   Postman

2. Postman

3. Film about raising turkeys; paper bag turkey; turkeys out of pine cones.

4. Co-op Toys
   Penney's Toys

Evaluative Activities:

1. The child can role play the service that the following people offer to the family.

   postman
   soldier
   neighbor
   garbage man
   paper boy
   doctor

Grade: 1 Subject: Social Studies Unit: 4. Patriotism

I. CONCEPT: Develop attitudes, knowledge, and skills needed for effective employment.

Objective: Child can state the four important characteristics of a good citizen. (1) be on time (2) observe rules (3) doing one's part (4) accept responsibility.

Learning Activities:	Materials and Resources:
1. Have a puppet show on "undesirable qualities", then "desirabel qualities" of a good citizen who becomes a good worker.	
2. Films about responsibility of each person in a world of work and play.	
3. Guest speaker from either Army or Navy to speak on patriotism.	U.S. Army Recruiting Services U.S. Navy Recruiting Services
Evaluative Activities:	
1. The child will verbalize the four important characteristics of a good citizen.	

Grade: 1 Subject: Social Studies Unit: 5. Maps

1. CONCEPT: People make maps for safety.

Objective: Child can follow the fire drill map from the room to point of safety.

Learning Activities:

1. Principal makes original map. Explain to class how and why he did it.
2. Draw map of fire drill pattern on large scale, from room to safe spot.

Evaluative Activities:

1. The child will follow a simple map on a practice fire drill - getting the child from the room to a point of safety.

Materials and Resources:

1. Resource person: Principal

1 Subject: Social Studies (Art) Unit: Home Building

1. Concept: All people have same type of home.

Objective: The student will develop a basic understanding of why people live in homes suited to their needs.

Learning Activities:

1. Ask why homes are important.
2. What are the advantages to having a home.
3. What would you do if there were no homes?
4. Ask for experience where no home was involved. (camping, flood, etc.)
5. Draw a picture of "My Home".
6. Make a bulletin borard of different types of homes (Indian tepee, Eskimo igloo, log cabin, tree house, duplex, trailer house, farm house, houseboat, apartment house, A frame)

Evaluative Activities:

1. Child will be able to identify homes for different types of people and the areas in which they live.

Materials and Resources:

Grade: 2 Subject: Math Unit: Measurement

I. CONCEPT: People use measurement in many occupations and at home.

Objective: The child can list two jobs each that use liquid, linear, and time measurement.

Learning Activities:

1. Have children figure how many cups of Kool-aid needed for class. Prepare cool-aid. Emphasize measurements.
2. Have a mother demonstrate bread making.
3. Have children bake cookies using measurement.
4. List all the jobs you can think of that use measurement of time. (time clocks, scheduling, school, transportation, etc)
5. When visiting the fire department, find out how long the hoses are, how many gallons of water pumped per minute.
6. Measure room.
7. When visiting the supermarket, look for as many units of measurement as you can find.
8. In the fall, make jelly to use on bread when we bake.

EVALUATIVE ACTIVITIES:

1. The child will illustrate six occupations using measurement, (2 time; 2 linear; 2 liquid) for a bulletin board.

Materials and Resources:

2. Assistance from Jr. or Sr. High HEC classes.
3. Have bus service people visit and tell how they schedule bus routes.

Grade: 2 Subject: Math Unit: Addition and Subrtaction

I. CONCEPT: People use the idea of addition and subtraction in their work and at home.

Objective: The student can identify two jobs which use addition and subrtaction in their work.

Learning Activities:

1. Visit a supermarket and add up 10 grocery items on a grocery list.
2. Observe how a cashier uses a cash register.
3. Role play jobs using addition and subtraction.
   a. Secretary
   b. Store clerk
   c. Carpenter
   d. Highway construction man

EVALUATIVE ACTIVITIES:

1. The child will list orally, in writing, or by drawing, two jobs which use addition and subtraction.

Materials and Resources:

Grade: 2 Subject: Math Unit: Money

I. CONCEPT: People use money in many occupations and at home.

Objective: The child can identify three jobs which receive money from the home.

Learning Activities:

1. Ask the students how they think that people pay for homes, such as renting, buying, leasing etc.
2. Compute the cost of a home using average prices for the cost of each room.
3. Based on rent paid or house payment, find out how much one pays for a home in a year just to live in it.
4. Compute what is paid for lights, gas, water, repairs, telephone in a years time.
5. Once yearly payments are found, use some common commodity such as candy, or toys, and have the student visualize how much this amount paid for rent, etc., would buy.

Evaluative Activities:

1. The child can list orally three jobs which receive money from the home.

Materials and Resources:

Grade: 2 Subject: Math Unit: 3. Money

I. CONCEPT: People use money in many occupations and at home.

Objective: The student can identify three jobs which use money.

Learning Activities:

1. Make a play store, and use play money to make change.
2. When at supermarket note the price of articles. Have each child list the cost of their three favorite foods.
3. Use "play" money for behavioral modification and let the children buy their awards.
4. Buy milk tickets, ice cream, hot dog, and hamburgers at school. Learn to make correct change.
5. Buy stamps when we go to the Post Office.
6. Invite a coin dealer to explain the importance of money.
7. Tour a bank dept. to determine how money is counted, put into bundles and sacked.

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, three jobs that use money.

Materials and Resources:

7. Alaska National Bank,
   Alaska State Bank
   First National Bank

Grade: 2 Subject: Math Unit: 4. Geometry - Fractions

I. CONCEPT: People use geometry in their work and at home.

Objective: The student can name two jobs which use geometry.

Learning Activities:

1. Have Lathrop High School construction student visit class and tell how he uses geometry in building.
2. Observe geometric shapes the construction people used in playground equipment and the school building.
3. Observe geometric shapes in the room - clothing, etc.
4. Cut apples, pies, cakes, fruit into halves, thirds, fourths, then use infruit dish for lunch.

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, two jobs which use geometry.

Materials and Resources:

Grade: 2 Subject: Science Unit: Weather

I. CONCEPT: Many jobs depend upon the weather.

Objective: The student can identify five jobs that are affected by the weather.

Learning Activities:

1. Bulletin Board - Who Weather Affects. (astronauts, stewardess, pilots, farmers, fruit growers, recreational workers).
2. Make reports on jobs that are affected by the weather, explaining why.
3. Read books about weather.

EVALUATIVE ACTIVITIES:

1. Give the child a list of ten jobs and have him check the five that are affected by the weather.

Materials and Resources:

2. Have a pilot visit and explain how weather affects his work.

Grade: 2 Subject: Science Unit: Weather

I. CONCEPT: Many people are employed by weather bureaus.

Objective: The student can identify three jobs related to weather bureaus.

Learning Activities:

1. Call the weather station and find out how many people are employed.
   a. Find out about their responsibilities, job requirements and general tools of the trade.
2. Listen to weather forecast on T.V. and radio.
3. Make simple weather instruments and relate to people who use them.
   thermometer - weatherman, candy makers, doctors
   weather vane-wind socks- pilots and weathermen.
   rain gauge
   animometer
4. Make weather chart to record weather for one month.
5. Bring weather maps from the newspaper to be discussed.
6. Define 10 weather terms, ie. Sleet, rain, hail, chill factor, sub zero, etc.
7. Draw cloud type ; Mural - four seasons.
8. Make a kite; box T.V. for weather forecast and role playing.

EVALUATIVE ACTIVITIES:
1. The child will identify orally, in writing, or by illustrating, three jobs related to the weather bureau.

Materials and Resources:

Grade: 2 Subject: Science Unit: Plants and Animals

II. CONCEPT: Many jobs and hobbies are related to plants and animals.

Objective: The student can list two jobs and two hobbies which are related to plants and animals.

Learning Activities:

1. Invite a farmer to talk to the class about farming.
2. Visit a pet shop or a pet hospital and see the people at work. (clerk, veternarian, groomer)
3. List as many jobs as you can, related to plants and animals.
(logger, farmer, mill workers, bird handler, veterinarian, meat cutter, cannery workers, meat packers, fish hatchery, cowboy, etc.)
4. Make a scrapbook of jobs listed above in #3.
5. Have a 4-H leader talk to the class and try to interest them in participating.

EVALUATIVE ACTIVITIES:

1. The child will list orally, in writing, or by drawing, two jobs and two hobbies related to plants, and animals.

Materials and Resources:

2. Local Veterinarians (4).
3. Have someone visit from the Dept. of Fish and Game and talk about banding of animals.

Grade: 2 Subject: Science Unit: Seasons - Shadows

I. CONCEPT: Some jobs are related to seasons.

Objective: The student can identify three jobs related to seasons.

Learning Activities:

1. List instruments and people that help us understand the seasons.

   Astronomers - telescopes
   Cameramen - cameras
   Scientists - Spectroscope
   Weathermen - Weather balloon
   Farmer - plants, spring, harvest, fall

2. Read about and discuss bird banding and migration of birds and animals.

3. Watch film and list all the jobs you observe.

Materials and Resources:

Grade: 2 Subject: Science Unit: Five Senses

I. CONCEPT: The senses are used in many jobs.

Objective: The student can list three jobs and tell how the senses are employed.

Learning Activities:

1. You are a scientist, blindfolded. Use five senses to figure out five objects.

2. You are a scientist. Figure out three clear liquids. What senses did you use?

3. Children tell the class what senses are used in the following jobs:

logger	typist
baker	cook
dentist	seamstress
saleslady	fireman
pilot	policeman
doctor	band conductor

4. Name the people involved in caring for the five senses.
   optometrist
   ear and throat specialist
   otologist (ear)

EVALUATIVE ACTIVITIES:
1. The child can name and then describe how the senses are used in three jobs.

Materials and Resources:

Grade: 2 Subject: Social Studies Unit: Transportation

I. CONCEPT: There are many careers in the field of transportation.

Objective: The student can identify 5 careers in air and land transportation, and in water travel.

Learning Activities:	Materials and Resources:
1. Initiate by listing and grouping modes of travel.	
2. Construction a. Build an airport. b. Build a train from cardboard boxes. c. Make boats.	2. Cardboard boxes; papier mache.
3. Possible field trips in each area of transportation.	3. a. Fairbanks Airport - Pilot b. Bus service - driver c. Inland passage to Prince Rupert any crew member.
EVALUATIVE ACTIVITIES: 1. The child can name and then describe 5 jobs and their duties in air, land, and water transportation.	

Grade: 2 Subject: Social Studies Unit: Home Building

I. CONCEPT: All people have same type of home.

Objective: The student will develop a basic understanding of why people live in homes suited to their needs.

Learning Activities:

1. Ask why homes are importantin the Fairbanks area in particular.
2. Why is it necessary to have a home in Fairbanks.
3. Dramatize life as an early Alaskan Settler.
4. Make a notebook out of drawing of homes in the Fairbanks area. Add to this booklet other types of homes that can be found in magazines.

EVALUATIVE ACTIVITIES:
1. Child can identify types of homes which will meet the needs of the dweller.

Materials and Resources:

Grade: 2 Subject: Social Studies Unit: Community Helpers in Communications

I. CONCEPT: Many workers help in communication: post offoce, newspaper, telephone, library, T.V. and others.

Objective: The student can identify three worders in communications and describe their work.

Learning Activities:

1. Take a field trip to the post offoce.
2. Write letters to mail on the field trip.
3. List all of the jobs observed while on the field trip.
4. Make a stamp collection.
   a. Have a stamp collector visit and tell about his stamp collection.
5. Have a news reporter visit the classroom and discuss his work.
6. Use the teletrainer from the Municipal Utilities Co. to teach the correct way to use a telephone.
7. Prepare a class newspaper.
8. Visit the Fairbanks Public Library.
9. Bulletin Board of all workers.
10. Scrap book, class or individual.

EVALUATIVE ACTIVITIES:

1. Given a set of pictures, the child will identify three workers in communications and tell about their work.

Materials and Resources:

1. Main Airport Post Office.
5. Daily NewsMiner; All Alaska Weekly.

Grade: 2 Subject: Social Studies/Health Unit: 1. Community Helpers Who Keep Us Safe.
A. Policeman

I. CONCEPT: Policemen help to keep us safe in many ways.

Objective: Students can identify policmen and tell three ways they help us.
(1) enforce laws (2) direct traffic (3) help in emergencies

Learning Activities:

1. Invite a policeman to come in and tell how he trained for his job and explain his various duties.
2. Make bulletin board. Policeman at work.
3. Discuss how policemen help in emergencies.
4. Draw a series of safety signs a motorist should obey and tell how policemen direct traffic.
5. Dramatic fraffic situation in room and take turns directing traffic.
6. Make fingerprints. Discuss how they help a policeman in his work.
7. Field trip to police station.

Evaluative Acitvities:

1. Shown a set of picutres, the child can identify the policeman and tell three ways he helps people.

Materials and Resources:

1. Policeman

Grade: 2 Subject: Social Studies/Health Unit: 2. Community Helpers Who Keep Us Safe
B. Firemen

I. CONCEPT: The fireman is an important helper in keeping the community safe.

Objective: Students can identify a fireman, his clothing, and his equipment.

Learning Activities:

1. Invite representatives from the local Fire Department to visit school and demonstrate their equipment and clothing and tell about their work.
2. Plan a field trip to the airport Fire Department and crash station.
3. Role play being a fireman.
4. Discuss occupations seen in films.
5. Draw pictures of fireman and his equipment.

Evaluative Activities:

1. Shown a set of pictures, the child can identify the fireman, describe his clothing, and tell three things about his equipment.

Materials and Resources:

1. U of A Fire Department

Grade: 2 Subject: Social Studies/Health Unit: Community Helpers Who Help us Stay Healthy.
Hospital Workers.

I. CONCEPT: There are many jobs connected with the hospital.

Objective: Shown pictures of hospital helpers, the student can identify and tell at least one service performed by each. (identify four)

Learning Activities:

1. Observe and discuss study prints, films, and filmstrips.
2. Role play: Doctor, Nurse, lab technician, X-ray technician, druggist, and other workers.
3. Write stories about and draw pictures of hospital workers.
4. Read library books.
5. Play charades. Some members act out and rest of class can guess.
6. Have children tell of their experiences in a hospital.
7. Visit a hospital. Fairbanks, General Hospital.

EVALUATIVE ACTIVITIES:

1. Show the child pictures of hospital workers and let him choose four to identify and tell one service performed by each.

Materials and Resources:

2. Have adult hospital volunteer, Jr. volunteer.

Grade: 2 Subject: Social Studies/Health Unit: Community Helpers Who Help Us Stay Healthy ; and, the Care of Teeth.

I. CONCEPT: Many people work to help care for our teeth.

Objective: The student can identify the dentist and tell what he does.

Learning Activities:	Materials and Resources:
1. Invite a dentist to visit the classroom and discuss his occupation.	
2. Plan a field trip to a dentist's office.	
3. Invite a dental hygienist to visit and discuss the work she does.	
4. Have the school nurse demonstrate the proper way to clean teeth.	4. School Nurse
EVALUATIVE ACTIVITIES:	
1. Shown several pictures, the child can identify the dentist and tell what he does.	

Grade: 2 Subject: Social Studies/Health Unit: 3. School Citizenship and Safety

I. CONCEPT: Many people are responsible for the operation of a safe school.

Objective: Students can identify four school workers and tell one responsibility of each.

Learning Activities:

1. Invite the superintendent, principal, secretary, custodian, school nurse, librarian, bus driver, music teacher, counselor, aides, etc., for an interview. Let children ask questions.
2/ Discuss how the school nurse helps us.
3. Have school nurse demonstrate eye chart and audiometer.
4. Discuss playgroung and bus safety.

Evaluative Activities:

1. The child will draw pictures of four school workers and verbalize one responsibility of each.

Materials and Resources:

1. 2. 3. and 4.
All school personnel

Grade: 2 Subject: Social Studies/Health Unit: 4. Community Helpers in Food

I. CONCEPT: Many jobs are related to food production. Stress baker, supermarket, butcher shop, truck farmer.

Objective: Given pictures of food, the student can tell who prepares the food.

Learning Activities:

1. Visit a supermarket baker, butcher shop, truck farm.
2. Dramatize shopping experiences of children.
3. Observe and discuss film.
4. Bake bread an/or cookies.
5. Prepare a lunch.
6. Have a farmer come in and talk with the children.

Evaluative Activities:

1. Give the child two sets of pictures; foods and workers. Have the child match the food with the producer.

   For example: Milkman - cream, milk
   Baker - bread, cookies
   Butcher - steak, weiners
   Farmer - vegetables, fruits.

Materials and Resources:

1.a. Peggy Goldizen - Bakery
b. Market Basket - Butcher
c. Howard Jones - Truck Farm

4 & 5 St. High HEC class assists

Grade: 2 Subject: Social Studies Unit: 6. Map Skills

I. CONCEPT: Map makers help people find their directions.

Objective: Children can draw a map from home to school.

Learning Activities:

1. Examine maps and globes learning about directions, symbols, and legends.
2. Make table or floor map of Fairbanks, community, putting in schools, businesses, and homes.
3.

Evaluative Activities:

1. The child will draw a map showing the route from his home to school.

Materials and Resources:

Grade: 2 Subject: Language Arts Unit: Speaking Skills

I. CONCEPT: Some occupations require good speaking ability.

Objective: The student can list three occupations that use speaking skills.

Learning Activities:	Materials and Resources:
1. Make puppets and put on a play for other fooms showing occupations that use speaking skills in their occupations. (telephone operator, radio announcer, T.V. announcer, minister, teacher, etc.)	
2. Set up mock radio station - use microphones and have children give weather reports, news reports, speeches.	2. Tape recorder Microphones Telephones
3. Use teletrainer telephones and be an operator.	3. Teletrainer
4. Field trip KFRB Radio Station, or KFAR Radio Station, or College TV Station.	4 & 5. Radio Station
5. Listen to a disc jockey and observe his speech.	

Evaluative Activities:

1. The child will list orally, in writing,
or or by drawing, three occupations that use speaking skills.

Grade: 2 Subject: Language Arts Unit: Home Building

I. CONCEPT: The home building occupation requires knowledge of certain terminology.

Objective: The student can list and define at least 10 building terms.

Learning Activities:

1. Add new words to the vocabulary as to different types of homes, different ways of paying for houses etc.

   a. rent - lease - option to buy
   b. buying - interest - loan
   c. apartment house
   d. one story - two story - business bldg.
   e. basement - sub-basement - foundation - attic

2. Make a poem, such as:

   Homes are places
   to keep us dry and warm
   Homes are places
   that keep us safe from harm
   Homes give us shelter
   From all the weather
   Homes are places
   Where loved ones work together

Evaluative Activities:

1. The child will list orally at least 10 building terms.

Materials and Resources:

Grade K-2 Subject Science Unit Observing (Different ways of Doing Things)

To develop an awareness that through work people meet their needs.

1. CONCEPT: Food, Clothing, Shelter, Psychological needs - Safety

Objective:

1. Given a list of items of food, clothing, shelter, safety, the child will be able to choose three basic needs for himself.
2. Given a desc ription of work of people who serve us, the child will be able to cite the needs they meet.
3. Given small picture cards of workers the child will be able to match the worker with the basic needs he satisfies for other people.
4. Given class discussion each child will be able to contribute at least one idea about the topic of safety and when he does not feel safe.

Learning Activities:

1. View films about modern needs.
2. Make murals of workers, performing tasks aimed at satisfying others' needs.
3. Build a playhouse and make a list of needs; items needed to meet them, and who provides them and services them.
4. Collect pictures of the methods of many different cultures for providing food, clothing, shelter and safety. Use primitive as well as modern peoples. Discuss.
5. Have a discussion of feeling "safe" and feeling "unsafe". Have children tell what it is like not to feel safe. Discuss the workers who keep us safe. (From disease, accidents, others). Discuss how and when parents might not feel safe.
6. Collect and talk about pictures of tools for safety.

Evaluation Activities:

1. The should discuss ways in which their needs are met.
2. The class may be divided into four groups - foods, clothing, shelter and safety. Each group will find pictures or examples of how people from different cultures meet these needs. Primitive as well as modern cultures may be used.
3. Groups will then make a class presentation discussing the different ways that needs are met by different cultures.

Materials and Resources:

Magazines, scissors, paste, paper, class books.

Grade K-2 Subject Science Unit Classifying

To develop an awareness of individual differences in work. Environment

I. CONCEPT: Personal Characteristics, Preferences, Limitations.

Objective:

1. Given several kinds of work, the child will be able to state some personal characteristics which are more necessary to one kind of work than another.
2. Given a work task, the child will be able to list some of the characteristics needed to fulfill the task.
3. Given pictures of people dressed in different working outfits, the child will be able to tell in what kind of setting each person works.
4. Given a list of types of limitations which an individual might posess, the child will be able to pickone kind of work the person would be able to do and one kind he would be undable to do.

Learning Activities:

1. Discuss questions:
   a. Why people work?
   b. What are some of the things you have to know or do before you can get a job.
   c. Why do some people like their jobs more than others like theirs?
2. Tape short speech from parents - "Why I Chose My line of Work".
3. Discuss work likes and dislikes of pupils.
4. Draw picutres of people engaged in various occupations.
5. Take walks and interview workers on road gang or in trucks or in stores.

Evaluative Activities:

1. Have children name various work settings (office, factory, home, etc.) Divide a long sheet of shelf paper into sections representing the work settings named by the children.
2. Provide and have children bring in magazines which contain pictures of a variety of workers. Have the children cut out all the pictures of workers that they can find in the magazine.
3. Discuss the pictures one by one with the children and have them decide in which setting a worker would fit.
4. Some workers may not fit in any of the settings. The children should then be permitted to add new sections to the chart.
5. Children could continue to expand this chart in an independent activity.

Materials and Resources:

Magazines, shelf paper, scissors, and paste.

Grade: K-2 Subject: Health Unit: Values (Mental Health)

I. CONCEPT: To develop an awareness that work is a way of fulfilling personal wants. Personal accomplishments and satisfaction, helping others, belonging and love, personalcomforts.

Objective: Given a list of wants and needs the child will be able to separate them into proper categories.

Learning Activities:

1. Compose a list of "Wishes" for individual children or for the class.
2. Discuss how one might go about obtaining his wishes.
3. List items a person wants. Find the cost of the items. Discuss how much people spend on wants.
4. Compile newspaper clippings of people who receive reward or honors. Discuss what kind of work they did to receive these.
5. Role play a situation where your wish comes true. Tell all the ways it might have happened.
6. Construct a small toy shop. Use play money in trading items.
7. Make a list of tasks that could be performed to show others that you care. Select one to perform.
8. Make a chart for a given day telling all the necessary activities, goods and services the children use, perform or have performed for them Make a second chart that includes as many as possible unnecessary but desirable goods, activities or services during a given day.

EVALUATIVE ACTIVITIES:

1. Have children make a list of the things which they think each item will cost.
2. Look over the various items the children have listed and provide them with catalogs, newspapers, etc., that list the actual cost of the items. Let the children determine whether their items will cost more or less than they had estimated.
3. Discuss with the children the cost of their items and how they plan to earn the money to get them.

Materials and Resources:

Catalogs, newspapers, writing paper, picture dictionaries.

Grade: K-2 Subject: Math Unit: Matching

1. CONCEPT: To develop an awareness of work as jobs and occupations.

Objective: Given an understanding of work the child will be able to cite two attributes of work.

Learning Activities:

1. Provide and have children bring in magazines that contain pictures of various people working. Have the children cut out and classify in different ways.
   a. Place of work - indoor - outdoor
   b. Type of clothing worn
   c. Other pertinent factors

2. Provide a chart on which a child can keep a record of work which he carries out at home.
   a. Have the child make a picture book of these activities and dictate a sentence story about each activity.
   b. Have children form small groups and share their stories.

3. Have children bring in tools, work objects or parts of uniforms used in their parent's work and role play work settings using these costumes and tools.

4. Carry out one work task at home.

EVALUATIVE ACTIVITIES:

1. Discuss each picture with a small group of children.

2. Separate the pictures of the workers from the pictures' of tools and vehicles on the chalk edge. Have each child choose a picture of a worker and match it with the tool or vehicle used in his occupation.

3. Using oak tag, draw or paste pictures of workers on one side and pictures of tools and vehicles on the other. Put a paper fastener beside each picture with yarn tied to each fastner on the left. Children can then attach the yarn to the clip aside of the related picture on the other side.

Materials and Resources:

Picture of tools, vehicles, and workers.

Grade K-2 Subject Social Studies Unit Environment & Work

To develop an awareness of work performed by family members and others in the home.

I. CONCEPT: Mother, Father, Siblings, Extended Families

Objective:

1. Given a series of pictures the child will be able to identify work roles performed by family members.
2. Given appropriate information the child will be able to compare his family's work with four culturally or ethnically different homes.
3. Given a home responsibility the child will be able to perform tasks daily at home.
4. Given a list of household tasks the chidl will be able to classify them according to who does them. Mother, Father, Siblings, Self, Extended Family.
5. Given the opportunity the child will be able to voluntarily assume the responsibility for a task at home.

Learning Activities:

1. Interview another family member.
2. Identify roles performed by family members through a variety of study prints or picutres.
3. Draw pictures of family members at work.
4. Compare family roles in other cultures to his own after viewing filmstrips and pictures and reading stories and poems.
5. Role-play work of family members.
6. Assume responsibility or perform one or two tasks in the home as agreed upon by family members.

Materials and Resources:

Chart, writing paper, pencil, drawing paper, crayons

Evaluative Activities:

1. Have the class dictate a letter to their parents or another family member asking permission to perform one or two tasks in the home. The letter could be written on the blackboard for each child to copy.
2. Have the class decide the length of time and number of days they wish to perform their chosen tasks.
3. Have children help make up a chart which they can take home and record their task performance on.
4. At the end of the given time, have each child draw a sequence story showing the steps taken in performing his task. These could be made books and placed in the reading center.
5. Talk with each child concerning such things as feelings about responsibility, evaluation of task performance and ways his task performance affected other members of his family.

Grade K-2 Subject Social Studies Unit Family & Community

I. CONCEPT: To develop an awareness that work is man's way of creating, preserving, changing and rebuilding his environment and the important environments within which he lives are: Family, School, Community, Society, World.

Objective:
1. Given a list of tasks performed at work the child will be able to match them with creating, preserving, and changing environments.
2. Given his own activities, the child will be able to define his contribution to family welfare.
3. Given tasks performed as occupation, the child will be able to duplicate the task in performance.

Learning Activities:

1. Discuss with various classroom quests the topic of "Why People Work".
2. Make charts emphasizing family members working together for benefit of entire family. Discuss ways in which work changes preserves, or rebuilds the home setting.
3. List examples of how the following people contribute to helping others in the home: plumber, carpenter, factory worker, doctor, lawyer, teacher, postman, grocry clerk, Fireman.
4. Role play - how do doctors work for people?
5. Make a list of activities which would improve the physical appearance of the room: Clean up committee, planting flowers, rearrange furniture. Have children select these and perform the duties.
6. Visit an area where new construction or building is going on. Identify the different work involved.

Evaluative Procedures:

1. Assign students the task of going home after school and noting any changes which have taken place in the past few months or are currently taking place on the route home or in their neighborhood.
2. The following day, the children will be asked to draw "before" and "after change" pictures to be shown to other members of the class. The other students will attempt to determine what change the child is illustrating.

Materials and Resources:

Art Materials

Evaluative Procedures:

3. The child will then provide one or two sentences which indicate what he is illustrating, e.g., "We had an orchard behind our house. It's been cut down and a big insurance building has been built there".

Grade K-2 Subject Social Studies Unit Family

I. CONCEPT: To develop an awareness that work is a way of life. Work is the acceptance of task responsibilities. Play is Work. Education is Work. In later Life, work at jobs or other meaningful activities.

Objective:
1. Given a list of school and home tasks, the child will be able to tell how we depend on at least three of them.
2. Given a discussion of play, the child will be able to cite three ways play is work.
3. Given the completion of a school day, the child will be able to identify how school is his work by telling of his day in sequence.
4. Given a list of activities including play, school, work and home work, the child will choose one or more to complete.

Learning Activities:

1. Show a film of workers and daily schedules.
2. Read books about the life of workers
3. Read story of sports figures who make work of play.
4. Discuss the tasks of some people weknow. How do these people help us and others. For what tasks are they paid and for what tasks are they not paid.
5. Play house (Mother gets breakfast, Father goes to work, and children go to school).
6. Draw a series of pictures of the child's school day, i.e. going to school, working at desk, going home at night.
7. Add something new to the classroom such as a fish or an animal. List all new responsibilities or tasks necessary to maintian it. Have children accept these responsibilities by asking for volunteers to assume them.

Evaluative Activities:

1. Ask a child to describe verbally the steps required for him to prepare for school each day, by being as attentive to detail as possbile. Utilize this child's description as a sample on the the board.
2. Ask the child if he can describe the steps one of his parents takes to prepare for work. Compare these with his, noting likenesses and differences.

Materials and Resources:

"Doing My Part" Bulletin Board

Art Materials

Evaluative Activities:

3. Have each child provide an illustration of one or two kinds of tasks his parent performs.

4. Utilize steps 1, 2, and 3 for bulletin board display.

Grade: K-2 Subject: Social Studies Unit: Construction of a Family Work Object

1. CONCEPT: To develop an awareness of the work of his parents and family.

Objective: Given his parents' occupations, the child will be able to state what contributions his father or mother makes to the world of work.

Learning Activities:

1. Develop with the children a list of questions which they could ask their parents concerning their jobs. Using the information gathered from the questions, have the child make a diarama, showing his parents at work.
2. Have child role play his parents job.
3. Excuse child from school for a given time, so that he can visit and observe his parents at work. Have the child share his observation with the class.
4. Have each child name all of the people in his immediate family and tell one kind of work that person does in the home and away from the home.

EVALUATIVE ACTIVITIES:

1. The children should ask their parents what they do at work and what kinds of tools they use.
2. Have the children make the tools from clay. If salt clay is used, the tools can be painted.
3. Upon completion of the objects have each child print the name of his tool on a blank card. Set up a display of the tools.
4. Invite another classroom in to see the display. Have each child show his tool and explain its relation to the work of the family member that uses it. Allow for questions and answers.

Materials and Resources:

Salt or modeling clay (see Childcraft for salt clay recipe), blank work cards.

Grade: K-2 Subject: Social Studies Unit: Making an Assembly Line Product

1. CONCEPT: To develop an awareness of the division of labor.

Objective: Given work done at home, by his father and mother, the child will be able to list two types of work which are always, or nearly always, performed by his mother, rather than his father, and his father, rather than his mother.

Learning Activities:

1. Having seen a film concerning a factory and the product it produces, make a list of machines and specialists that were involved in making the product. Discuss how the division of labor in that factory makes it possible to produce more goods in less time and how factory workers depend on each other because their jobs are specialized.

2. Dramatize a day in the life of a particular worker. Have children change positions each day.

3. Develop plans for setting up a place of business which uses assembly lines to make products, such as a bakery, grocery, restaurant, art products, etc. Divide the various tasks and have children complete the product.

EVALUATIVE ACTIVITIES:
To bring out the importance of the assemble line in factories, have the children produce greeting (or other seasonal cards.

1. Divide the class into teams. Give each team a production quota of fifteen cards. Have each team divide their labor.
   a. Fold cards
   b. Cut design
   c. Paste designs on folded paper
   d. Write greetings.

2. At the end of the demonstration the class can discuss the advantages and disadvantages of an assembly line.

Materials and Resources:

Construction paper (Multi-colored) scissors, paste, crayons, pencil

Grade: K-2 Subject: Social Studies Unit: School Orientation

1. CONCEPT: To develop an awareness of the variety of work in the school. Place of work, type of work, and people at work.

Objective: Given a list of workers in a building the child will be able to name six workers in a building which the class has toured.

Learning Activities:

1. Write stories about the first day of school.
2. Bring janitors, secretaries, and administrators into the classroom.
3. Role play various school employees duties.
4. Tour the school and observe the employees.
5. Draw a plan of the school building and identify each employee's position.

EVALUATIVE ACTIVITIES:

1. Set up visitation schedule for one afternoon/morning with school workers.
2. Talk about the people they will see in the school and what they think these people do. List on the chalkboard their responses.
3. List the questions they can ask the workers, such as:
   a. What is the name of your job?
   b. What do you do for the school?
   c. What can you do for me?
4. After the visits talk about what they saw and heard. Locate the place the worker works on the school map.

Materials and Resources:

Map of the school.

Grade: K-2 Subject: Social Studies Unit: School Job Performance

I. CONCEPT: To develop an awareness of the interdependence of jobs.

Objective: Given the situation of an oral recitation, the child will be able to cite three jobs performed in the school and how they each relate to the other.

Learning Activities:

1. Compare all the school jobs and discuss what would happen if any one of them were not performed.

2. Have the child describe a job performed at home and tell why it is important to his family.

3. Develop a class book of children's drawings of how they help at home, with a caption explaining why their job is important.

4. List on a chart all of the tasks children do at home. Have children help classify these tasks in categories:
   a. Theings we do alone, for ourselves and others
   b. Things we do together
   c. Things that are done for us.

5. Make a list of school workers who the children would like to visit. Develop with the children some questions which they would like to ask these workers. Tour the building to visit and interview these workers. Upon returning to the classroom discuss the replies and draw pictures of the various workers.

EVALUATIVE ACTIVITIES:

1. Each day for a period of one week, instruct various children not to carry out their assigned tasks.

2. Follow this experience with a discussion of the importance of working together. Lead the children to the discovery that
   a. We are usually happier when we carry out our work tasks.
   b. We can get more done in less time when we all cooperate.

Materials and Resources:

Grade K-2 Subject Language Arts Unit A Walk In The City

To develop an awareness that work is a way of fulfilling environmental wants.

I. CONCEPT: Beauty, Recreation, Comforts, Space

Objective:

1. Given a list of tasks performed in various settings including farm, the child will be able to select work indigenous to farm life.
2. Given a comparative list of types of work the child will be able to list six city jobs that do not exist in the country.
3. Given a tape of city sounds the child will be able to identify 90% of the related jobs.
4. Given one week of assisting on paper routethe child will be able to report on his experience.
5. Given a list of tasks that represent essentials and nonessentials the child will be able to separate them into wants and needs.

Learning Activities:

1. Show filmstrip about city work.
2. Read a book about farm work.
3. Make step-by-step mural of farm visit. Attach to scroll and show to class in video box.
4. Interview with farmers.
5. Visit farm.
6. Walk in the city, observe jobs.
7. Compare sounds in the environment.
8. Plant garden in back yard and keep record of hours, cost, amount of growth.
9. Help on paper route.
10. Keep lists of essential and non-essential but desirable items and activities for one day. Discuss what makes a need and what makes a want.

Evaluative Activities:

1. Plan a route that will take the children past various job sites. Explain to the children that the purpose of the walk is to listen and observe. Start the tape recorder at the beginning of the walk and take pictures which relate to the various sounds that are heard along the way.
2. Upon returning to the classroom, listen to the recording and compare those things which they saw with those which they heard. These sounds could later be made into a listening center in which the children could independently match the picutres taken on the trip with the sounds heard on the tape.

Materials and Resources:

Camera, portable tape recorder

Grade: K-2 Subject: Language Arts Unit: Family

I. CONCEPT: To develop an awareness of the importance of all jobs.

Objective: Given a particular work situation, the child will be able to match his work situation to pictures of various jobs.

Learning Activities:

1. Discuss how the members of a family help one another by working in or out of the home.
2. Develop a class book of children's drawings, showing how their work helps the entire families.
3. Learn songs about helpers.
4. Pantomime the work that each member of the family does and guess who it is.
5. Do a job at home supervised by parents and report it back to the class. Provide a form on which the parent could report back for sharing with the teacher and the class.

EVALUATIVE ACTIVITIES:
1. Have each child perform a task at home.
2. Have him draw a picture of himself performing the task and dictate a short story about how his task performance helped other members of the family.
3. Collect all of the stories and put them in a class book.
4. The teacher could then record the stories for use in a listening center.

Materials and Resources:

Construction paper, drawing paper, tape recorder, ear phones.

Grade: K-2 Subject: Language Arts Unit: Classroom Management

1. CONCEPT: To develop an awareness of work in the peer group.

Objective: Given a play situation the child will be able to detect the necessity of waiting his turn.

Learning Activities:

1. Develop with the children, a list of duties which they feel would facilitate classroom management. Place these duties on a chart and have the children perform them at a given time.

2. Given a story situation about an animal, such as a beaver, the child will be able to act out a bridge building situation.

3. Read or listen to a story such as the Old Woman And Her Pig. Have the children make simple stick puppets representing each character in the story and retell it using the puppets.

EVALUATIVE ACTIVITIES:
1. Read The Old Woman and Her Pig, and discuss the events of the story until the children are well aware of the sequence of events.
2. The children then select the character for which they wish to make their puppet and construct it.
3. The puppet show is then performed for the class.
4. The class may then discuss what might have happened if the rat had not begun the process. The various situations may then be performed with the puppets.

Materials and Resources:

Book, i.e., The Old Woman and Her Pig, tongue depressors, paper and other scrap material suitable for making stick puppets.

Grade: K-2 Subject: Language Arts Unit: City - Farm Occupations

I. CONCEPT: To develop an awareness of interaction and interdependence among individuals at work in their environments. Competition, cooperation, compromise, adjustment, conflict, power tasks assigned by us, tasks assigned to us.

Objective: Given a list of occupations the child will be able to name two farm occupations and five city occupations that are directly related.

Learning Activities:

1. Make a mural depicting city and farm occupations.
2. View films about city and farm occupations.
3. Read about flower growers and florists to understand the cooperation needed between the two.
4. Role play a situation in which one group consists of vehicle manufacturers and another of National Safety Committeemen to show how they depend on each other.
5. Visit two related work sites such as a car manufacturing plant and the State Patrol Office or a flour mill and a bakery to understand the interdependence between the two.
6. Place an item in the room with directions to tell who handled that item from the time it was raw material until it reached the room.
7. Have children question other children to find out how their parents' work is related. See how large a related group can be formed by holding hands with those whose parents work is related.

EVALUATIVE ACTIVITIES:

1. Have the entire class help develop a list of farm occupations and city occupations which are directly related. Put this list on a chart for future reference.
2. Divide the class into two groups. Have one group draw the city occupations listed and the other draw the related farm occupations.
3. Divide the shelf paper into two large sections, one for the farm, the other for city. Have children paste their pictures in the proper section.
4. Discuss the mural with the entire class and let individual children show how the city and farm occupations are related by joining them with colored yarn.

Materials and Resources:

Large roll of paper, paint, yarn, chart paper, drawing paper, scissors, crayons and paste.

Directions for Administering Pre-Test and Post-Test

A pre-test and post-test will be given to the students of grades 1,2, and 3. The purpose of these tests is to measure the awareness the learner gains in his knowledge of the "world of work".

To administer this test, as to give one an accurate account of measurement, please do the following:

1. If the child is unable to read and write out the questions and answers, give this test orally. (Teachers, or teacher's aides)
2. Administer individually or to very small groups, recording answers on Test Check List.
3. Record the number of correct responses per child on the class roster; testing once in the fall and once in the spring.

* In questions 1 and 2, the correct/answer must be the exact job. (not trucker, but log truck driver)

4. Data to be given to the Career Awareness Committee to be used for evaluations and quarterly and yearly reports.

PRE-TEST and POST-TEST

Grades: 1, 2, 3

1. What kind of job does your father (or any male guardian) do when he goes to work? _____

2. What kind of job does your mother (or any female guardian) do when she goes to work? _____

3. List ten jobs that people do when they go to work.

4. List five jobs that people do around our school. _____

5. What jobs are <u>you</u> (meaning the student) able to do. Name at least three. _____

_____

_____

6. See questions pertaining to your grade level.

A. <u>Grade 1</u> Circle the occupations which involve the production of milk and handling of it:

___dairy farmer (yes)
___doctor
___teacher
___store clerk (yes)
___cook (yes)
___fireman
___truck driver (yes)
___assembly line worker (yes)
___secretary
___carpenter

B. <u>Grade 2</u> Circle the occupations which involve communications.

___radio announcer (yes)
___lawyer
___mailman (yes)
___policeman
___fireman
___telephone operator (yes)
___receptionist
___news reporter (yes)
___T.V. repairman (yes)
___secretary

C. <u>Grade 3</u> Circle the occupations that involve working with natural resources.

___receptionist
___author
___fisherman (yes)
___log truck driver (yes)
___road construction worker (yes)
___stewardess
___chemist (yes)
___miner (yes)
___veterinarian
___teacher aide

Pre Test and Post Test

Fourth Grade

Name:_____

Date:_____

1. Where does your dad go when he goes to work?-_____
2. What does he do when he gets to work?_____
3. Where does your mother go when she goes to work?_____
4. What does she do when she gets there?_____
5. Which of the following skills does he(she) use? (circle your choice)
   a. reading
   b. writing
   c. spelling
   d. arithmetic
   e. map skills
   f. observation
   g. inferring
6. Name as many jobs as you can that are connected with the school.
7. There are (many, some, few) jobs done by people to make money to buy important things for a family.
8. Circle the jobs that you think use natural resources.
   a. logger
   b. dog groomer
   c. farmer
   d. teacher
   e. fisherman
   f. carpenter
   g. plumber
9. There are (many, some, few) jobs done by people who work with the ecology of plants and animals.
10. Circle the food production job below:
    A. 1. farmer
       2. a person who works in a cannery

    Circle the food processing job below:
    B. 1. farmer
       2. a person who works in a cannery

11. Circle the jobs that are names for people who study plants and animals.
    a. biologist
    b. conservationist
    c. ecologist
    d. botanist

12. There are (many, some, few) jobs done be people who study the earth.

13. Circle the following if you think they are used at work and/or at home.
    a. addition
    b. subtraction
    c. multiplication
    d. division
    e. measurement

14. There are (many, some, few) jobs that people do who work with pollution.

15. Circle the jobs people would do if they take care of your teeth.
    a. dentist
    b. dental assistant
    c. dental hygienist
    d. receptionist
    e. X-ray technician

16. There are (many, some, few) jobs people do to prevent disease.

17. What is a job? (circle the right answer)
    a. What someone does for fun.
    b. What someone does to be polite.
    c. What someone does for a living.

18. What is a hobby? (circle the right answer)
    a. What someone does for fun.
    b. What someone does to be polite.
    c. Waht someone does for a living.

Pre and Post Test Key

Fourth Grade

7. many
8. a, c, e, f
9. many
10. A. 1
    B. 2
11. a, b, c, d
12. many
13. a,b,c,d,e
14. many
15. a, b, c, d, e
16. many
17. c
18. a

BOYS AND GIRLS

This is not a test. Below are a few questions for you to think about. Read each question carefully and put an X in the box (or boxes) that answers the questions for you. Ask your teacher for help if you are not certain what to do.

1. I am a

girl ☐ boy ☐

2. I have a bicycle

yes ☐ no ☐

3. We have a TV

yes ☐ no ☐

4. My family owns an automobile

yes ☐ no ☐

5. My family has a telephone

yes ☐ no ☐

6. I live in a

house ☐ apartment ☐

farm ☐ mobile home ☐

7. People work because

they want to have money ☐

they like their jobs ☐

they have nothing else to do ☐

8. How sure are you about getting the kind of job you want

pretty sure ☐ not sure at all ☐

very sure ☐

9. Would you want a job at which you

might get dirty ☐ stay clean ☐

go to work all dressed up ☐

10. A good education will

get you a lot of money ☐ get you a good job ☐

make you feel important ☐ make you happy in your work ☐

11. Does thinking about your future job make you feel

very happy ☐ pretty happy ☐

unhappy ☐ mixed up ☐

12. The biggest problem for me to overcome has to do with

money ☐ family ☐

school ☐ my ability ☐

WHO AM I?

What Kind of Person Am I?

THINGS I LIKE TO DO	YES	NO
Be with other people most of the time	____	____
I like to do things by myself	____	____
I like to make things other kids can look at and use	____	____
I like to talk with other kids	____	____
I like to think	____	____
I like to put my ideas on paper	____	____
I like to work with numbers	____	____
I like to read	____	____
I like to write stories	____	____
I like to do homework	____	____
I like to help people to be happier	____	____
I like to discover new things	____	____
I like to make pretty pictures	____	____
I like to work on school activities	____	____
I like to play and work outdoors	____	____
I like to collect things	____	____
I like to move around a lot	____	____

GUIDELINES FOR SPEAKING: CAREERS AWARENESS

We appreciate your willingness to assist us in our Career Education Program. Please accept these guidelines solely as they are intended; an aid to you in selecting material for your presentation. We hope you will feel free to add to, modify, or vary from them at your own convenience.

1. Description of job itself:

   What does your job involve? What are some of the most interesting aspects of the job? How does it relate to other types of work? (Inter-action between departments, or agencies, or related companies, or transportation methods, etc.)

2. Requirements:

   Personal interests (What led you to this particular work) - Aptitudes (Are any particular aptitudes necessary or advisable?) - Attitudes (i.e. patience, love of detail, punctuality, aggressiveness, or perhaps lack of aggressiveness, etc. ?) - Education and/or special training required - Helpful background experience.

3. Benefits, both practical and esthetic:

   Is it highly remunerative work, or (as with government work for example) has it lower monetary potential but great job security and benefits? - What are the geographic possibilities? - Are there gratifying experiences with people?

4. Goal selection:

   Was this your original goal in life, or has an interesting chain of circumstances changed your direction?

5. Visual Aids:

   Slides, samples of a product, "touch and see" things - these are always interesting to children.

6. Time for "Kid Questions"

   Since the teacher will have had discussions prior to your visit, the children may be prepared with questions.

7. ~~Printed Material~~:

   This is always appreciated, if your company has such a thing available. If not enough for a class, then a brochure for our files is helpful.

Note: Since you will be speaking to elementary-age children, with 12 the maximum age, simplification to understandable terms is advised.

1. What is your job?

2. Would you be willing to talk to our class about your job at some time during the year? ____ yes ____ no

   Could you come to school hours, M-F 8:40 am - 1:30 pm? _____

   Could you bring with you any uniform, tools, or equipment you use on your job? _____

3. If you cannot visit the classroom, would you be willing to fill out a job interview form that can be read to the class? ____ yes ____ no

4. Would you have any time when you could come to the classroom and demonstrate any of the following:

   _____ solid and liquid measuring instruments

   _____ basic cooking utensils

   _____ simple woodworking tools

   _____ needle and thread

   _____ basic needlework stitches

5. Do you have a hobby, collection, or talent you would like to share with the class?

QUESTIONNAIRE FOR WORKERS

Do you work indoors or outdoors?

Do you work with things or with people?

Do you produce services or goods?

Do you have to talk much?

Do you have to listen much?

Do you have to be able to spell well?

Do you use much math on your job?

Do you have to read a lot?

Do you need to get along with people?

What do you like about your job?

What do you dislike about your job?

What are a few important things you do during a day's work?

SURVEY OF WORKERS

1. What hobbies did you have when you were a child?

2. Did any of these hobbies help you decide what you wanted to do when you were grown? ___ yes ___ no

3. If so, which one?

4. How did this hobby help you decide on a vocation?

GUEST SPEAKER EVALUATION WORKSHEET

1. Did the speaker use words that you could understand? _____

2. Did he make his subject interesting? _____

3. List some things you learned from his visit. _____

4. What would you have him do differently? _____

5. Would you want a speaker like him to talk to you about something of interest to you?

LETTER TO PARENTS

Dear Parents:

This year our class will be studying careers awareness in correlation with subject matter areas. One major emphasis will be on a study of workers in the community.

A child should be shown from the beginning of his school years that what he is learning in school will be useful to him as he prepares for adulthood. We feel that this can be accomplished by introducing the students to workers in our community who can tell them how school helped them with their jobs.

If you would like to participate, please fill out the following questionnaire and send it back with you child.

Thank you.

---

1. What is your job? _____

2. Would you be willing to talk to our class about your job at some time during the year? Yes _____ No _____

   Could you come during school hours (Monday through Friday, 8:40 a.m. - 3:00 p.m.)? Yes _____ No _____

   Could you bring with you any uniform, tools, or equipment you use? Yes _____ No _____

3. If you cannot visit the classroom, would you be willing to fill out a job interview form that can be read to the class? Yes _____ No _____

4. Do you have a hobby, a collection, or talent that you would like to share with the class? Yes _____ No _____

   If yes, please specify. _____

3-4

PARENT INTERVIEW WORKSHEET

Parent Interview

Occupation of Parent _____

List at least three activities of parent's occupation _____

_____

_____

_____

Location of parent's work _____

Training or educational requirements _____

_____

Amount of experience required for entry _____

_____

Advancement opportunities _____

_____

_____

FIELD TRIP INFORMATION WORKSHEET

Destination of field trip _____

_____

List five things you are to look for and learn through this field trip.

1. _____
2. _____
3. _____
4. _____
5. _____

What occupations did you observe during the field trip?

_____

_____

_____

_____

List anything you learned about any of the occupations listed above as a result of the field trip.

_____

_____

_____

_____

Do you think the field trip helped you to learn more about occupations? _____

_____

Would you like to go on a similar field trip? _____

NORTH STAR BOROUGH SCHOOL DISTRICT

When you visit our classroom, we are especially interested in learning:

1. Nature of your work
2. Places of employment
3. Training, personal qualifications, and advancement opportunities.
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. Sources of additional information about your occupation
7. How skills taught in school are applied in your work. For example:

   reading

   writing

   spelling

   arithmetic

   map skills

   observation

   inferring
8. Related occupations

Since we know very little about your occupation at this time, please define any technical terms or occupational words that you use, so that it will be easier for us to follow your talk.

NORTH STAR BOROUGH SCHOOL DISTRICT

When we visit your organization, we are especially interested in learning:

1. Nature of the work
2. Types of occupations within your organization
3. Training, personal qualifications, advancement opportunities for the various occupations
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. How skills taught in school are applied in the various occupations. For example:

   reading

   writing

   spelling

   arithmetic

   map skills

   observation

   inferring

Please define any technical terms it is necessary for you to use during our visit so that we may better understand what is happening.

FIELD TRIP QUESTIONAIRE

Field Trip to _____

On the Bus:

1. What occupations do you see people engaged in as you travel:

2. Which of these occupations do you think may be found only in this area of the United States:

3. Which of these occupations are probably carried on in all areas of the United States?

THANK YOU FORMS FOR GUEST SPEAKER AND FIELD TRIPS

Dear _____:

The Trent _____ grade thanks you for being our guest speaker. We enjoyed learning about your career.

Thank you.

_____
Student's Name

Dear _____:

The _____ grade thanks you for the field trip. We really enjoyed visiting you. We learned many different things.

Thank you.

_____

OBSERVATION RATING SHEET

Sample of a Rating Sheet a child could use for his father's occupation.

1. Name of occupation _____.
2. Worker uses hands Yes _____ No _____ .
3. Worker uses eyes Yes _____ No _____ .
4. Worker works with people Yes _____ No _____ .
5. Worker works with ideas Yes _____ No _____ .
6. Worker works with things Yes _____ No _____ .
7. Worker works outside Yes _____ No _____ .
8. Worker works inside Yes _____ No _____ .
9. Is this work dangerous Yes _____ No _____ .
10. What kinds of tools or equipment does he use?

_____

_____

_____

11. Check the things that are true about this worker in his job:
    a. _____ lifts heavy things
    b. _____ lifts light things
    c. _____ lifts very little
    d. _____ walks a great deal
    e. _____ walks a little
    f. _____ sits most of the time.
12. Does this worker like his job?

    Yes _____ No _____ Doesn't care _____ .

PAMPHLETS AVAILABLE TO TEACHERS ONLY

(Requests on school stationery preferred)

Pamphlet Name	Address
1. The Creative Scientist	1. U.S. Atomic Energy Commission P.O. Box 62 Oakridge, Tennessee 37830
2. Health Careers Leaflets Leaflets in the set are: Hospital Purchasing Agent #1 Supportive Nursing Personnel #2 Hospital Admitting Officer #3 Hospital Engineer #4 Technicians: Electrocardiograph and Electroencephalograph #5	2. American Hospital Association Division of Health Careers 840 North Lake Shore Drive Chicago, Illinois 60611
3. Jobs with the Forest Service, A Up-843	3. U.S. Department of Agriculture Forest Service Washington, D.C. 20250
4. Occupational Guide Index Once this is received, individual occupational Guides may be ordered.	4. California Department of Employment 800 Capitol Mall Sacramento, California
5. Tommy Looks at Farming (cartoon book on many skills needed in farming today) Available in classroom lots. Request must be made on official stationery.	5. The B.F. Goodrich Company Public Relations Department 500 South Main Street Akron, Ohio 44318
6. What is a Pharmacist?	6. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
7. Your World of Work (intended for those who do not plan to attend college) Available to librarians only.	7. National Farmers Union Education Material Service 1575 Sherman Street Denver, Colorado 80201

PAMPHLETS AVAILABLE TO STUDENTS AND TEACHERS

Hobbies or Avocational Interests

Pamphlet Name	Address
1. Let's Collect Rocks (single copies)	1. Shell Oil Company Public Relations Department Room 4164 50 West 50th Street New York, N. Y. 10020
2. Let's Collect Shells (single copies)	2. Shell Oil Company (Same as above)
3. Model Rocketry: The Answer to the Youth Rocketry Problem	3. National Association of Rocketry 1239 Vermont Avenue N.W. Washington, D.C. 20005
4. New Horizons for Leisure Time	4. Sun Life Assurance Company of Canada One North La Salle Street Chicago, Illinois 60602
5. Standards for U.S. Commemorative Postage Stamps	5. Post Office Department Office of Public Information Washington, D.C. 20260
6. Our Introduction to Scale Model Railroads	6. Kalmbach Publishing Company Sales Promotion Managers 1027 North 7th Street Milwaukee, Wisconsin 53233
7. Write business letters asking for information on the background of the modelmaking industry to: (If none of these acknowledge the students letters, Eugene Toy and Hobby will be glad to furnish additional names and addresses)	7. Revell, Inc. 4223 Glencoe Avenue Venice, California 90291 Western Model Distributors 6480 Flotilla Street Los Angeles, California 90022 Aurora Plastics Corporation 44 Cherry Valley Road West Hempstead, New York 11552 Monogram Models, Inc. 8601 Waukegan Road Morton Grove, Illinois 60053
8. Fascination of Stamp Collecting	8. American Stamp Dealers Asso.Inc. Department H 147 West 42nd Street New York, New York 10036

PAMPHLETS AVAILABLE TO TEACHERS AND STUDENTS

Occupations

Pamphlet Name	Address
1. Because You Like People... Choose a Career in Mental Health (7 careers mentioned)	1. National Asso. for Mental Health (contact local office)
2. Bricklaying As a Vocation	2. Structural Clay Products Institute 1750 Old Meadow Road McLean, Virginia 22101
3. Careers in Statistics	3. American Statistical Asso. 806 - 15th Street N.W. #640 Washington, D.C. 20005
4. Gemology As a Career (available in classroom quantities)	4. Gemological Institute of America Registrar's Office 11940 San Vicente Blvd. Los Angeles, California 90049
5. Medical Record Librarian - Key Member of the Medical Term	5. American Medical Record Asso. 211 East Chicago Street Chicago, Illinois 60611
6. Archaeology as a Career (single copies free; additional copies 10¢ each)	6. Archaeological Institute of America 100 Washington Square East New York, New York 10003
7. The Big Story (on journalism) (Single copies free; additional copies 10¢ each)	7. Professional Journalistic Society Sigma Delta Chi Room 852 35 East Wacker Drive Chicago, Illinois 60601
8. Careers in Consumer Finance (available in classroom quanities)	8. National Consumer Finance Asso. 1000 16th Street N.W. Washington, D.C. 20036
9. Careers in Petroleum Engineering	9. Society of Petroleum Engineers 6200 N. Central Expwy./of AIME Dallas, Texas 75206
10. The Challenge of Real Estate	10. National Asso. of Real Estate Dep't. of Public Relations./Board 1300 Connecticut Avenue N.W. Washington, D.C. 20036
11. Dental Assisting - A Career of Action (Available in classroom quantities)	11. American Dental Assistants Asso. Suite 1230 211 East Chicago Avenue Chicago, Illinois 60611

Occupation pamphlets continued:

12.	Excitement, Travel, Careers as an Overseas Secretary (single copies)	12. United Business Schools Asso. 1101 Seventeenth Street N.W. Washington, D.C. 20036
13.	Four Futures (nursing, dietetics, physical Therapy, occupational therapy)	13. U.S. Department of Defense Advisory Committee on Women in the Services Washington, D.C. 20301
14.	Horticulture - A Challenging Career (up to 25 copies)	14. American Society for Horticultural Science P70. Box 109 St. Joseph, Michigan 49085
15.	Information Concerning Geophysics (limit of 5 copies)	15. American Geophysical Union 2100 Pennsylvania Ave. N.W. Washington, D.C. 20037
16.	Oil in the Market Place (available in classroom quantity)	16. American Oil Company 910 South Michigan Avenue Chicago, Illinois 60680
17.	Opportunities in the Welding Industry (Available in Classroom quantity)	17. American Welding Society, Inc. Director, Information & Engineering United Engineering Center 345 E. 47th Street New York, New York 10017
18.	Penetrating New Frontiers with Mineral Engineers, Geologists, Mining Engineers and ~~Metallurgists~~	18. Society of Mining Engineers of AIME 345 East 47th Street New York, New York 10017
19.	Photography as a Career	19. Professional Photographers of America 1090 Executive Way, Oak Leaf Commons Des Plaines, Illinois 60018
20.	Planning a Career in Electronics	20. Electronics Industries Asso. 2001 Eye Street N.W. Washington, D.C. 20006
21.	Satisfaction Guaranteed (on whether work is satisfying or drudgery)	21. Connecticut Mutual Life Ins. Co Heman Relations Program 140 Garden Street Hartford, Connecticut 06115
22.	Special Librarianship: Information at Work (1 - 50 copies free)	22. Special Libraries Association 235 Park Avenue South New York, New York 10003

Occupation pamphlets continued:

23. What is a Medical Technologist? (available in classroom lots)	23. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
24. What It Takes to Be a Secretary and Your Career as a Secretary (single copies of both)	24. United Business Schools Asso. 1101 Seventeenth Street N.W. Washington, D.C. 20036
25. Why Stay in School? (available in large quantities)	25. Sun Life Assurance Co. of Canada One North LaSalle Street Chicago, Illinois 60602
26. Your Career as A Chemist (limit 5 copies) (advanced reading level)	26. Chemical Institute of Canada Burnside Building 151 Slater Street Ottowa, Ontario, Canada
27. Your Career As an Aero/Space Engineer (limit of 50 copies)	27. American Institute of Aeronautics and Astronautics 1290 Avenue of the Americas New York, New York 10019
28. Your Career in Optics	28. Optical Society of America 2100 Pennsylvania Avenue N.W. Washington, D.C. 20037
29. Your Career in Textiles (one copy free)	29. American Textile Manufacturers Institute, Inc. 1501 Johnston Building Charlotte, North Carolina 28202
30. Secretarial Career Kit	30. National Secretaries Asso. (International) 1103 Grand Avenue, Suite 410 Kansas City, Missouri 54106
31 Music Therapy As a Career	31. National Association for Music Therapy, Inc. P.O. Box 610 Lawrence, Kansas 66044
32. Your Career in the Hotel/Motel Industry	32. American Hotel and Motel Asso. Educational Institute 221 West 57th Street New York, New York 11019
33. Career Oportunities with the Airlines	33. Air Transport Asso. of America 1000 Connecticut Ave. N.W. Washington, D.C. 20006

Occupation pamphlets continued:

34.	We've Got the Training You Want (Men) and A New Life, A New World (Women)	34. Army Opportunities Hampton, Virginia 23369
35.	U.S. Coast Guard Academy-pamphlet CG-147: U.S. Coast Guard Catalogue of Courses	35. Director of Admissions U.S. Coast Guard Academy New London, Connecticut
36.	Something Special. The Navy Life	36. Bureau of Naval Personnel (B61) Department of the Navy Washington, D.C. 20370
37.	Career in Auto Mechanics	37. Automotive Service Industry Asso. 230 North Michigan Avenue Chicago, Illinois 60601
38.	Career in Banking	38. American Bankers Association Personnel Administration and Management Committee 1120 Connecticut Ave. N.W. Washington, D.C. 20036
39.	Career in Beauty Culture	39. National Hairdressers and Cosmetologists Association 3510 Olive Street St. Louis, Missouri 63103
40.	Building Trade Occupations for a Career	40. American Federation of Labor and Congress of Industrial Organizations Building and Construction Trade Department 815 16th Street N.W. Washington, D.C. 20006
41.	There's an Action Career Ahead in Dental Health	41. American Dental Assistants Asso. Suite 1230, 211 E. Chicago Ave. Chicago, Illinois 60611
42.	Interior Decorator as a Career	42. National Society of Interior Designers, Inc. 315 East 62nd Street New York, New York 10021
43.	Career as a Commercial Artist	43. National Art Education Asso. National Education Association 1201 16th Street N.W. Washington, D.C. 20036
44.	Dietetics as a Profession	44. American Dietetic Association 620 North Michigan Avenue Chicago, Illinois 60611

Occupation pamphlets continued:

45.	Career in Drafting	45. American Institute for Design and Drafting P.O. Box 2955 Tulsa, Oklahoma 74101
46.	Futures Unlimited: The Electronics Service Technician	46. Electronic Industries Asso. 2001 Eye Street N.W. Washington, D.C. 20006
47.	Eggineering Technology What's it like to be an Engineer? What's it like to be a Technician?	47. General Electric Company Educational Communications 570 Lexington Avenue New York, New York 10022
48.	Your Future in Air-Conditioning, Heating, and Refrigeration Engineering	48. American Society of Heating, Refrigeration, and Air-Conditioning Engineers, Inc. United Engineering Center 345 East 47th Street New York, New York 10017
49.	Today's Hospital - Career Center for America's Youth #3755	49. American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611
50.	Directory of Hotel and Restaurant Schools (25¢) List of Scholarships in Hotel and Restaurant Schools (25¢)	50. Council on Hotel, Restaurant, and Institutional Education 1522 K Street N.W. Washington, D.C. 20005
51.	Dial a Fun Future: Career Opportunities in the Lodging Industry	51. Educational Institute American Hotel and Motel Asso. 888 Seventh Avenue New York, New York 10019
52.	Career in Insurance	52. Insurance Information Institute 110 William Street New York, New York 10038
53.	Careers in Law Enforcement	53. International Asso. of Chiefs of Police 11 Firstfield Road Gaithersburg, Maryland 20760
54.	Are you Dreaming of a Career in Medical Technology?	54. American Society of Medical Technologists Suite 1600 Hermann Professional Building Houston, Texas 77025

Occupation pamphlets continued:

55.	Fact Sheet on Careers in the Medical Laboratory Medical Laboratory Career with a Future	55. Registry of Medical Technologist ASCP 710 South Wolcott Avenue Chicago, Illinois 60612
56.	Careers in X-Ray Technology	56. American Society of Radiologic Technologists 645 North Michigan Avenue Chicago, Illinois 60611
57.	The Right Career for You	57. American Asso. of Medical Ass'ts 200 East Ohio Street Chicago, Illinois 60611
58.	Horizons Unlimited	58. American Medical Association 533 North Dearborn Street Chicago, Illinois 60610
59.	Do you Want to Be a Nurse? (35¢) Let's Be Practical about a Nursing Career (approved schools of Practical Nursing) (35¢) Scholarships and Loans for Professional and Practical Nursing (5¢)	59. Committee on Careers American Nurses' Association 10 Columbus Circle New York, New York 10019
60.	Programing and Computer Operations	60. Asso. for Computing Machinery 1133 Avenue of the Americas New York, New York 10036
61.	Photography-Focus on Your Future	61. Professional Photographers of America, Inc. 1090 Executive Way Des Plaines, Illinois 60018
62.	Your Future in Plumbing and Heating	62. National Asso. of Plumbing, Heating, Cooling Contractors 1016 20th Street N.W. Washington, D.C. 20036
63.	Career in Printing	63. Printing Industries of America, Inc. 1730 North Lynn Street Arlington, Virginia 22209
64.	The Future Is Yours Recreation Leadership with the Ill and Handicapped	64. National Recreation and Park, Association 1700 Pennsylvania Avenue Washington, D.C. 20006

Occupation pamphlets continued:

65.	Certified Occupational Therapy Assistants Occupational Therapy Handbook College and Universities Offering Courses in OT	65. American Occupational Therapy Association 251 Park Avenue South New York, New York 10010
66.	List of Approved Schools of Physical Therapy EG-r3 Your Future and Physical Therapy	66. American Physical Therapy Asso. 1156 15th Street N.W. Washington, D.C. 20005
67.	A Career in Retailing	67. The National Retail Merchants Association 100 West 31st Street New York, New York 10001
68.	Your Future with Salesmanship	68. Sales and Marketing Executive International Student Education Division 630 Third Avenue New York, New York 10017
69.	Your Career as a Secretary What it Takes to be a Secretary Your Career as a Legal Secretary Your Career as a Medical Secretary	69. United Business Schools Asso. 1730 M Street N.W. Washington, D.C. 20036
70.	For secretarial jobs in the Government	70. U.S. Department of State Division of Employment Washington, D.C. 20520
71.	A Career in Social Work	71. National Asso. of Social Workers 2 Park Avenue New York, New York 10016
72.	Telephone Industry Occupations	72. Communication Workers of America 1925 K Street N.W. Washington, D.C. 20006
73.	Career with Television	73. National Alliance of Television Associations 5908 South Troy Street Chicago, Illinois 60629
74.	Your Future in the Trucking Association	74. American Trucking Association 1616 P Street N.W. Washington, D.C. 20036

ACTIVITIES

MINI EVENTS FOR THE CLASSROOM TEACHER

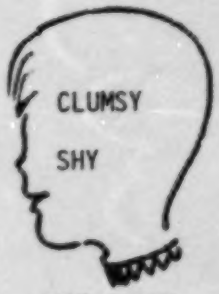
Dr. Michael C. Giammatteo

The Silhouette Game

I. Using a filmstrip projector, make three silhouettes of each child on large sheets of construction paper.

a. Make several "anonymous" silhouettes, (not of any child in class, for later use in small groups).

b. Using a supply of "trait cards", which depending on the grade level, you have either supplied or they have made for themselves). Each child tapes on the first silhouette, those traits which he feels best describes him.



HOW I SEE MYSELF

c. On the second silhouette, he tapes all those traits he thinks his friends would use to describe him.

HOW I THINK MY FRIEND SEES ME

d. Working in pairs, each child places on his partner's silhouette, all of the traits he feels best describes him (his partner).

HOW MY FRIEND REALLY SEES ME

e. This is followed by feedback. The partners share the information on the silhouettes, question each other about the trait assignments: *What do I do or say that makes you feel that I'm stuck up? Why do you feel that I'm unfriendly? How did you know that I'm really scared when I'm called on in class? I didn't know that I blushed so much!*, etc.

f. Working in small groups, and using the information gained so far, the groups construct the "Ideal Person".

My Viewing Glasses Game

A. Construct some glasses from tag board, or use old frames (without lenses) and attach labels across nosepieces designating various people: *My Mother, My Best Friend, My Teacher, etc.* To represent various moods, or feelings, use labels such as: *Me, When I'm Angry; Me, When I'm Sad; etc.*

B. Students take turns wearing the glasses and role play their perception of how the designated person views the world, or how they themselves view the world in various circumstances.

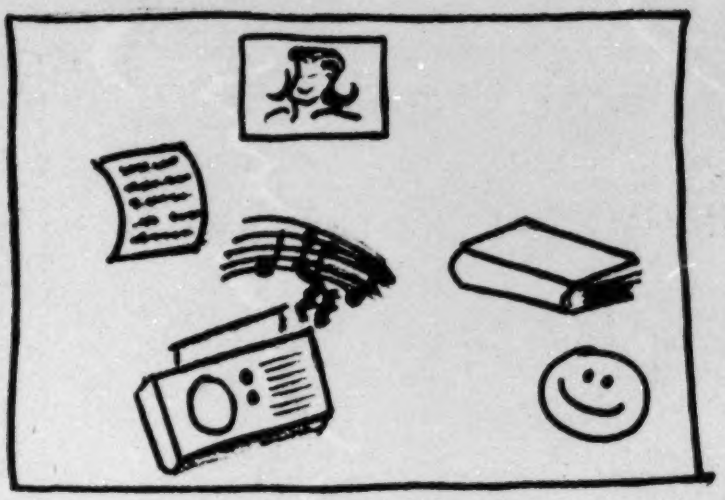
NOTE: This exercise makes an excellent "lead-in" for class meetings or magic circles that deal with "how our behavior affects others", "how we are all affected by how we perceive behavior", etc.

4. A. Secure a Polaroid Camera.

B. Take one child's picture and identify him as "personality of the week."

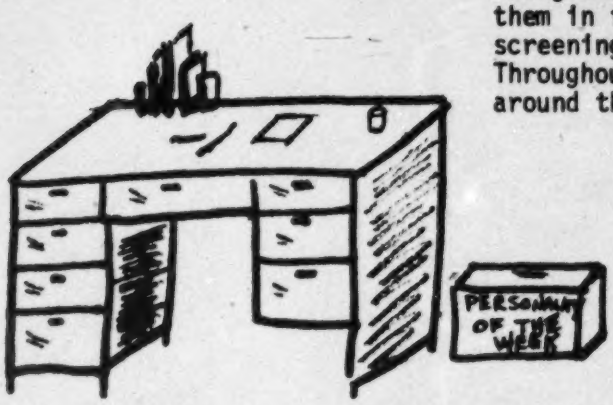
C. Mount the picture on a large piece of tag board and display. Various methods may be used to select the "personality of the week": "A new student in the room", "A child returning after an extended illness", "birthdays" or simply routine rotation.

A variation of this game might include recognition of specific traits: "Friendliest Guy or Gal of the Week," "Most Helpful", etc.



D. Have a container, (box or bag) labeled "Personality of the Week" by your desk. Ask the children to deposit in the box, everything they can find that describes the child selected; pictures, poems, stories, etc.

(It might be wise to have the children bring the items to you before depositing them in the box. This allows for screening out any negative items.) Throughout the week, mount selected items around the picture.



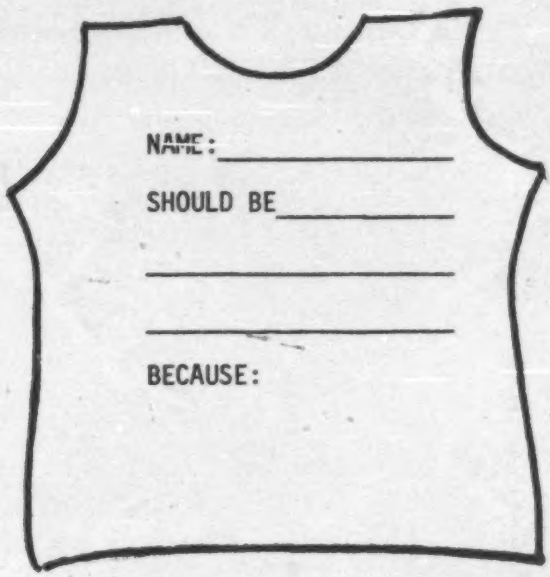
5. Discuss the character traits of outstanding historical figures which contributed to their greatness or historical significance; those traits that made them famous or "infamous" as the case may be.

List on the board, descriptive words or phrases that develop from the discussion.

Form small working groups and ask each group to design a "unique person" by placing on a torso or silhouette, all those traits or characteristics which makes a person unique.

WHY YOU SHOULD BE_____ GAME
(happy, proud, etc.)

Using paper torsos, label as follows:



Using words such as: happy, proud, gentle, kind, have fun, etc., mount them on the torso. The class then cuts out pictures illustrating the mood and places them on the torso.

OTHER IDEAS FOR THE CLASSROOM TEACHER
Dr. Michale Giammatteo

6. Job Qualifications

Ask students what job or career they think they would like to pursue, and list all of the qualifications for that particular job. This of course, will involve research and information gathering. As the students gather data on various jobs, compile a Resource file of current data on occupations.

Next ask the students to design an interview sheet containing all of the information they would want to have if they were going to employ someone for the job they expressed interest in.

Example of Interview Sheet

POSITION APPLYING FOR_____(Fireman)_____

NAME_____AGE:_____

EDUCATION BACKGROUND - WORK EXPERIENCE

What was the highest grade you completed?

What work have you done in the past?

HEALTH/PHYSICAL CONDITION: MISCELLANEOUS INFORMATION

Height? Weight? Any physical handicaps? Do you suffer from respiratory disorders? Have you ever had a serious injury due to burns or falls? Do you fear of fire? Are you a sound sleeper? Do you often allow your alarm clock to run down without awakening? As a child, did you rebel against wearing rubbers or books? Do you hate to be away from home overnight? How well do you get along with others? Are you prompt?

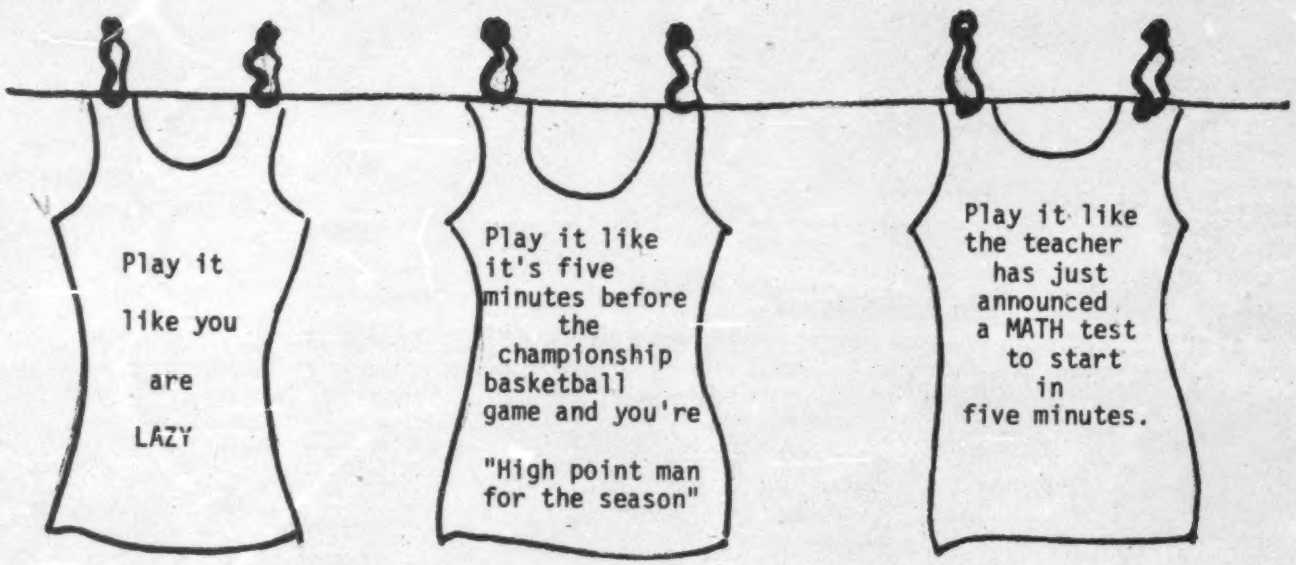
The "Interview sheets" are then used by the students to interview each other for the various selected.

The "Look at Self" Game

Equipment needed: A length of heavy string to serve as a clothesline.
Several small, plastic clothespins.
Construction paper.

a. Cut out several torsos. On the back of each, mount descriptive words such as lazy, tired, angry, happy, bored, "cool", or use phrases describing situations such as "up-coming tests", "class is going on a field trip", "five minutes before the championship basketball game and you are (a) high point man for the season, (b) low point man for the season, (c) a "sometimes" sub, or (d) a bench warmer.

b. Students take turns standing behind the torsos and play out the description of situation. The rest of the class tries to guess which situation or feeling they are depicting (from a list on the board).


Play it like you are LAZY
Play it like it's five minutes before the championship basketball game and you're "High point man for the season"
Play it like the teacher has just announced a MATH test to start in five minutes.

The phases, rules and earning money--Phase One. Each corporation does research on the topic of island (either specific islands or island formation), and on a 3 X 5 card writes a question about islands. On a second 3 X 5 card the answer and source of information is written.

Corporations are paid $50.00 for each question and answer. The cards are numbered for use in class. 50 to 75 is sufficient.

Phase Two. Corporations may now choose several methods of earning money.

a. Answering questions other than those written by the corporation. The corporation receives $100 for each question answered correctly. A record of which questions are used is kept in the master bank book. A corporation may answer a question only once.

b. Oral and written reports $300 to $500, depending upon the length and quality.

c. Reports on films--$25 for each written line.

d. Bonuses. Each Friday, the corporation bank books are checked against the master bank book. A bonus of $50 is given for correct balances.

Phase Three. Buying and selling islands. Each Friday an auction is held. The bankd (teacher) auctions an island, the corporation submitting the highest bid receives ownership of the island. The banks pays the owner of an island $300 for painting the island in the correct spot on a map. During the auction period, corporations may sell an island owned by them.

Phase Four. Productions. Island owning corporations set up "production" of a product from their island. The Production may consist of constructing paper models or symbols of the product. Each corporation may sell its products to other corporations, setting its own prices. Values can change. Each week the bank will hold a drawing for prices. Pieces of paper with variations in value are used. For example, down 10%, same value, up 5%, up 15%, up 50%. A drawing is held for the value of the land and each product being produced. A record is kept of current values.

Fines. Even though each corporation sets up its own rules of conduct, there are basic rules of conduct for the total room. A fine is given to corporations whose members break those rules. For example:

a. Talking when the teacher is speaking to the total group, $10.00 fine.

b. "Playing around", $50.00 fine

c. Fighting, $100.00 fine

7. THE LEAPING LIZARD CONTEST

IF YOU SEE ANY LIVING THING, INCLUDING AN ANIMAL, DOING SOMETHING, THE ACTIVITY MUST BE RELATED TO ONE OF THESE FOUR FUNCTIONS OF LIFE, BIRTH, GROWTH, SURVIVAL AND DEATH. IF YOU MAKE KEEN OBSERVATIONS OF THE ACTIVITY OR APPEARANCE OF AN ANIMAL. YOU CAN DISCOVER HOW IT IS RELATED TO ONE OR MORE OF THESE BASIC FUNCTIONS.

---

8. A SPECIAL NERVE GAS HAS ESCAPED AND KILLED ALL THE ANIMALS IN THE WORLD EXCEPT MAN. WHAT WOULD THE WORLD BE LIKE IN ONE WEEK, IN ONE YEAR?

9. IF YOU HAD TO CLIMB THE FACE OF A MOUNTAIN WHICH ANIMAL WOULD YOU WANT TO BE AND WHAT WOULD BE YOUR REASONS?

10. AN AUTOMOBILE DESIGNER IS TRYING TO BUILD A NEW MACHINE FOR LAND SPEED RECORDS AND NEEDS AN ANIMAL FOR A MODEL. HE ALREADY HAS THE WORLD'S MOST POWERFUL ENGINE, WHICH SHOULD HE CHOOSE, AND WHY?

11. A SCIENTIST, MAKING CAREFUL OBSERVATIONS, CAME UP WITH THE FOLLOWING FACTS ABOUT THE WHITE FOOTED MOUSE:

(a) EACH FEMALE MOUSE CAN HAVE BABIES EVERY 30 DAYS.

(b) EACH FEMALE HAS 10 BABIES, HALF OF WHICH ARE FEMALE.

(c) FEMALE MICE CAN BECOME MOTHERS IN ONE MONTH

(d) A WHITE FOOTED MOUSE EATS 1/2 POUND OF FOOD EACH MONTH

IF YOU WERE GIVEN A MALE AND FEMALE MOUSE ON THE FIRST OF JANUARY,

(cont'd) 11. HOW MUCH FOOD WOULD YOU HAVE TO BUY TO LAST YOU UNTIL THE END OF JUNE?

12. MOST PEOPLE REALIZE THAT LIZARDS LOSE THEIR TAILS WHEN ATTACKED. FIND ANOTHER ANIMAL AND DESCRIBE HOW IT'S TAIL IS USED AND WHY THE TAIL IS USED THAT WAY.

13. <u>THE GREAT GOONIE BIRD HUNT</u>

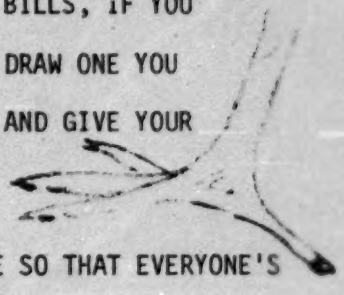
IF YOU SEE ANY LIVING THING, INCLUDING A BIRD, DOING SOMETHING, THE ACTIVITY MUST BE RELATED TO ONE OF THESE FOUR FUNCTIONS OF LIFE: <u>BIRTH</u>, <u>GROWTH</u>, <u>SURVIVAL</u> AND <u>DEATH</u>. IF YOU MAKE KEEN OBSERVATIONS OF THE ACTIVITY OR APPEARANCE OF A BIRD, YOU CAN DISCOVER HOW IT IS RELATED TO ONE OR MORE OF THESE BASIC FUNCTIONS.

a) FROM A BIRD YOU HAVE SEEN HERE, ADD THE NECESSARY COLOR AND DETAIL.

b) **** IF THIS BIRD WERE ORANGE WITH PURPLE POLKA-DOTS, HOW WOULD HIS LIFE HAVE TO CHANGE?

c) DRAW A PLANT THAT THE ORANGE AND PURPLE POLKA DOTTED BIRD WOULD CHOOSE TO LIVE IN.

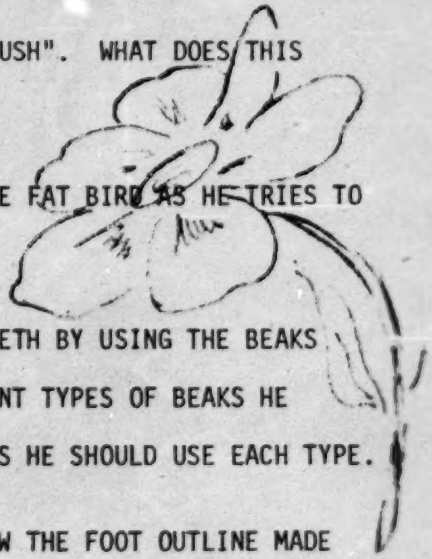
14. KNOWING THAT BIRDS HAVE SPECIAL FEET AND SPECIAL BILLS, IF YOU WERE A BIRD, BUT COULD CHOOSE ONLY ONE OF THESE, DRAW ONE YOU HAVE SEEN HERE (NAME SITE) THAT YOU WOULD CHOOSE AND GIVE YOUR REASONS FOR CHOOSING IT.



15. "KINNEYS SHOES" ARE NOW DEVELOPING A SLIP-ON SHOE SO THAT EVERYONE'S PIGEON CAN CATCH FISH. PLEASE HELP THEM BY DESIGNING THIS SHOE.

16. THE U.S. SECRET SERVICE HAS GIVEN YOU PERMISSION TO BREED A SPECIAL BIRD THAT CAN DO ANYTHING, EAT ANYTHING, AND FLY ANYWHERE. USING YOUR OBSERVATIONS SELECT THE BEST BIRD FEATURES AND DESIGN A NEW BIRD TO MEET THEIR NEEDS.

17. "A BIRD IN THE HAND IS WORTH TWO IN THE BUSH". WHAT DOES THIS STATEMENT HAVE TO DO WITH A BIRD'S COLOR?



18. DESCRIBE IN POETRY THE THOUGHTS OF A LARGE FAT BIRD AS HE TRIES TO SIP NECTAR FROM A SMALL DELICATE BLOSSOM.

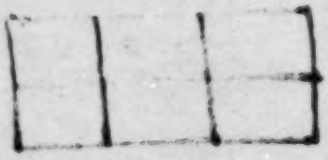
19. A DENTIST IS DEVELOPING A SET OF FALSE TEETH BY USING THE BEAKS OF BIRDS AS HIS MODELS. DRAW THE DIFFERENT TYPES OF BEAKS HE WOULD NEED TO USE AND DESCRIBE THE REASONS HE SHOULD USE EACH TYPE.

20. FROM A BIRD TRACK YOU HAVE SEEN HERE, DRAW THE FOOT OUTLINE MADE BY A BIRD WHICH IS BETTER AT RUNNING FROM ITS ENEMIES THAN FLYING.

21. DESCRIBE WHAT EACH OF THE FOLLOWING HAVE TO DO WITH BIRTH, GROWTH, SURVIVAL AND DEATH IN BIRDS: FEET . . . BEAKS . . . SHAPE . . .

22. MERCURY HAS CONTAMINATED THE GRAIN AND INSECTS WHICH HAVE KILLED ALL THE WORLD'S BIRDS. WHAT WOULD HAPPEN IN A WEEK AND WHAT WOULD HAPPEN IN A YEAR?

23. Career Bingo



Equipment:
a. card
b. marking device
c. prizes

Each child has a cardboard square divided into 9 equal spaces (size of a card optional, but large size is nice - 9" x 11"). In each space is a picture of something related to careers. The pictures can be teacher prepared or kids can find magazine pictures to cut out and glue on cardboard already ruled off in 9 equal squares.

Each player needs at least 9 objects to use as marking device. (Cut paper squares in a bright color, works nicely.) When the teacher calls out a job or related item, if it's on the card the child covers it. The first one to get three in a row, across, down or diagonally, is the winner. He must shout "BINGO"! Prizes may be awarded. (I use a grab bag of small goodies like marbles, candies, erasers, plastic planes, etc. and the winner may choose.)

24. Teach students about vocabulary as it pertains to careers using the Sears, Roebuck catalog. Cut out pictures of motors, generators, distributors, etc. and paste them on cards. On another set of cards write the words. The students then match the picture with the words. Also draw free hand all of the different building structures and sizes in the catalog. Use the same method as mentioned above.

25. A Mature Thing
by Dr. Robert Sylwester, University of Oregon

Ask your pupils to carefully observe things around them when they are outside during the next several days, and then select something small in nature that especially interests them--a rock, an acorn, a flower, a stick, a blade of grass, etc. It should be something in its natural state, not altered by man.

Tell them to study their object carefully for several days--carry it around with them, handle it, bring it to school, think about it. Create classroom activities that will encourage this--discover what kinds of objects the group selected, ask pupils to tell why they selected the objects, discuss the objects, classify them in a variety of ways, note changes that occur in the object over a number of days, etc.

When they're well acquainted with their objects, ask them to select something made by man that is similar in form and/or function to the object they found in nature--a piece of carpet to go with a blade of grass, a soda straw to go with a dandelion stem, a chip of exterior to go with a piece of bark, an ornament and a flower, a brick and a rock, etc.

Ask them to bring their manufactured objects to school and talk about the reasons they selected them. Will they grasp the idea that man draws from nature to meet his needs? Will they note that man tends to embellish his creations while nature is content with an elegant simplicity? Will they note the recycling of natural objects and the semi-permanence of many man-made objects?

Classify the manufactured objects and see if your pupils use the same classification schemes they used earlier. Ask groups of pupils to combine their objects to form relationships and/or simple machines. Discuss the career implications of the various objects your pupils selected. What new insights and understandings evolve? Create displays and bulletin boards that deal with your class explorations, etc.

Nothing of great significance will come from all this activity except that your pupils will discover something about nature and contemporary life, vocation, and pollution, life and death, need and affluence, beauty and ugliness . . . . .

26. Formation of corporations

Briefly describe a corporation.
The students form corporations of their own choosing with no less than four nor more than six members, with each member an equal shareholder. The students must choose a name for the corporation and elect officers. When this is done the corporation can function. Each corporation must devise a set of rules for its members conduct while in the room and devise a set of consequences for violation of these rules.

THE GAME

The object of the game is for each corporation to earn as much money, either in cash, landholdings, or products owned, as possible. The corporation with the highest value at the end of the term is the winning corporation.

Each corporation keeps a bank book of deposits and checks written by the corporation and the reasons for them. A master bank book is kept by the teacher.

The game is played in phases, the corporations continuing to each phase as they become ready.

27. Money making and spending

A. Several weeks prior to the main program, teach a mini-course in banking during which money is made.

B. Students begin to earn money. Money is earned in math and reading classes. Students are paid for positive behaviors and for work completed. To provide a balance of money, a 10 cent per day limit for each child can be set.

C. Students are responsible for their own money. A banking system can be devised into which the students deposit and withdraw their money.

D. Students spend their money--every third Friday a Fun Day is held. Students are allowed to make choices about how they spend their money. (Their choice may be not to spend money. The students choose from the following:

a. a movie (25¢)
b. popcorn (5¢)
c. Kool-aid (5¢)
d. coloring sheets (5¢)
e. a variety room which includes finger-painting, blocks and clay (10¢)
f. a room in which children play with their own cars and trucks (25¢)
g. a room in which children play with their own dolls (25¢)
h. activities in the gym, such as jump rope, balls, tumbling, hula hoops (20¢).

28. Oregon Trail

Make a list of the jobs involved in the organization of a wagon train. Every child gives suggestions about the jobs necessary to round out the tasks that the early pioneers had to perform. Start with wagon master and have every child vote for a slate of kids, who are nominated.

Each child will have a job that depends on another. The jobs included are:

1. Wagon master (and assistant)
2. Blacksmith
3. Cook
4. Doctor
5. Scouts
6. Indian peacemaker
7. Teacher
8. Secretary (keeps a daily log of travels)
9. Guards (2)
10. Animal keeper
11. Ammunition supplier
12. Supply master

29. Problem Solving

Find a job listed below and tell at least 4 ways you sould solve it.

A. Wagon master - What would you do if a young girl was captured by Indians and to get her back they wanted the rest of the food?

B. Blacksmith - If a wagon looses a wheel that can't be fixed and there weren't any more wheels, what would you do for the wagon so it could move?

C. Supply master - The wagon carrying your supplies breaks down and crashes. How would you carry the supplies using only your horse and parts of the broken wagon.

D. Scouts - What if you were scouting ahead and you had to choose between crossing a dangerous river or going through Indian country? Why?

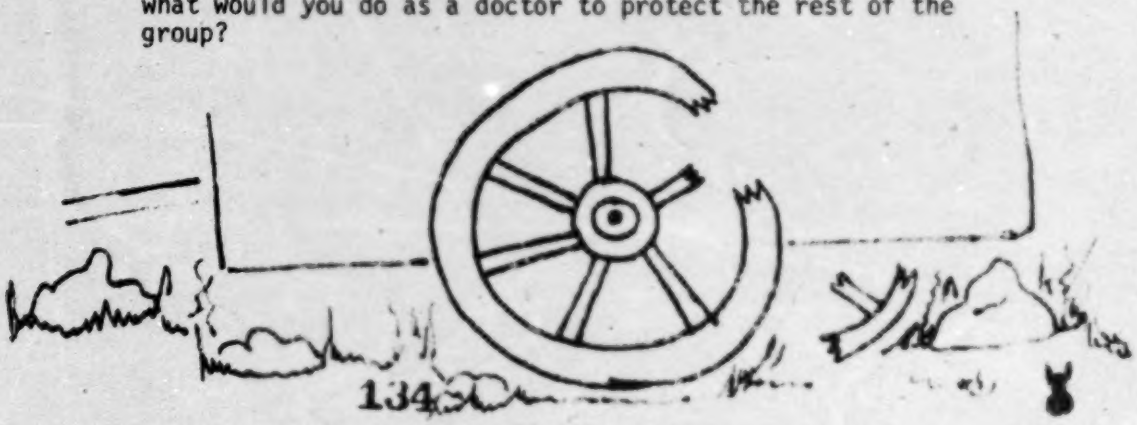
E. Guards - Someone has stolen some money from a wagon. How would you find out who did it?

F. Teacher - What if the wagon with the school supplies was destroyed. What would you use to teach them?

G. Secretary - Put your records in order - recopy.

H. Indian peacemaker - If you were trying to make peace with some Indians and they wouldn't agree unless you sacrificed a wagon, food and horses. Would you fight or give those things up? THINK.

I. Cook - What would you do if you only had 5 days worth of food left and it was 10 days before getting to the next fort?

J. Animal keeper - what if during the night Indians came and drove off 20 horses. What would you do?

K. Doctor - If young boys caught a disease that would spread, what would you do as a doctor to protect the rest of the group?